

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180105

Grants.gov Tracking#: GRANT12659807

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180105

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/22/2018

4. Applicant Identifier:

18-PAF08347

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Regents of the University of Michigan

* b. Employer/Taxpayer Identification Number (EIN/TIN):

38-6006309

* c. Organizational DUNS:

073133571

d. Address:

* Street1:

3003 S. State St

Street2:

* City:

Ann Arbor

County/Parish:

Washtenaw

* State:

MI: Michigan

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

481091274

e. Organizational Unit:

Department Name:

II: Ctr for Southeastern Asia

Division Name:

College of LSA

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Kellie

Middle Name:

* Last Name:

Buss

Suffix:

Title:

Project Representative

Organizational Affiliation:

* Telephone Number:

734-936-1361

Fax Number:

* Email:

klbuss@umich.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Center for Southeast Asian Studies National Resource Center (NRC) and Foreign Language Area Studies (FLAS) Fellowships 2018-2022

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

| | |
|---------------------|---|
| * a. Federal | <input type="text" value="2,632,918.00"/> |
| * b. Applicant | <input type="text" value="0.00"/> |
| * c. State | <input type="text" value="0.00"/> |
| * d. Local | <input type="text" value="0.00"/> |
| * e. Other | <input type="text" value="0.00"/> |
| * f. Program Income | <input type="text" value="0.00"/> |
| * g. TOTAL | <input type="text" value="2,632,918.00"/> |

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Regents of the University of Michigan

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | 120,436.00 | 118,094.08 | 123,915.58 | 121,678.05 | | 484,123.71 |
| 2. Fringe Benefits | 37,335.16 | 36,162.04 | 38,413.83 | 37,273.08 | | 149,184.11 |
| 3. Travel | 20,100.00 | 23,100.00 | 20,100.00 | 21,100.00 | | 84,400.00 |
| 4. Equipment | | | | | | |
| 5. Supplies | 11,575.00 | 11,575.00 | 10,775.00 | 10,900.00 | | 44,825.00 |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | 60,030.00 | 60,916.00 | 56,710.00 | 58,810.00 | | 236,466.00 |
| 9. Total Direct Costs (lines 1-8) | 249,476.16 | 249,847.12 | 249,914.41 | 249,761.13 | | 998,998.82 |
| 10. Indirect Costs* | 19,958.00 | 19,988.00 | 19,993.00 | 19,980.93 | | 79,919.93 |
| 11. Training Stipends | 388,500.00 | 388,500.00 | 388,500.00 | 388,500.00 | | 1,554,000.00 |
| 12. Total Costs (lines 9-11) | 657,934.16 | 658,335.12 | 658,407.41 | 658,242.06 | | 2,632,918.75 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 54.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # P015A180105

| | | |
|---------------------------------------|---|--|
| Name of Institution/Organization | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
| Regents of the University of Michigan | | |

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | | | | | | |

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

| | |
|--|-----------------------|
| SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL | TITLE |
| Craig.Reynolds | Director |
| APPLICANT ORGANIZATION | DATE SUBMITTED |
| Regents of the University of Michigan | 06/22/2018 |

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

| | | |
|---|---|--|
| 1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
| 4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Regents of the University of Michigan"/> * Street 1: <input type="text" value="3003 S State Street"/> Street 2: <input type="text"/> * City: <input type="text" value="Ann Arbor"/> State: <input type="text" value="MI: Michigan"/> Zip: <input type="text" value="48109"/> Congressional District, if known: <input type="text" value="MI-012"/> | | |
| 5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: | | |
| 6. * Federal Department/Agency: <input type="text" value="Department of Education"/> | 7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program and Foreign Language and Area Studies Fellowship Program"/> CFDA Number, if applicable: <input type="text" value="84.015"/> | |
| 8. Federal Action Number, if known: <input type="text"/> | 9. Award Amount, if known: \$ <input type="text"/> | |
| 10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/> | | |
| b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/> | | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Craig.Reynolds"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Craig"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Reynolds"/> Suffix <input type="text"/> Title: <input type="text" value="Executive Director, ORSP"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/22/2018"/> | | |
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

UM_NRC_FLAS_GEPA_Section_427_description_2

Add Attachment

Delete Attachment

View Attachment

INFORMATION TO ADDRESS SECTION 427 OF GEPA

University of Michigan nondiscrimination statement:

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions.

Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504/ADA Coordinator, Office for Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, (734) 763-0235, TTY (734) 647-1388. For other University of Michigan information call (734) 764-1817.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Regents of the University of Michigan

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Craig Middle Name:
* Last Name: Reynolds Suffix:
* Title: Director

* SIGNATURE: Craig Reynolds

* DATE: 06/22/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

| | | | | |
|----------------------|---|----------------------|-------------------------------------|----------------------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| <input type="text"/> | <input type="text" value="Christi-Anne"/> | <input type="text"/> | <input type="text" value="Castro"/> | <input type="text"/> |

Address:

| | |
|-----------|---|
| Street1: | <input type="text" value="500 Church Street"/> |
| Street2: | <input type="text" value="Suite 500"/> |
| City: | <input type="text" value="Ann Arbor"/> |
| County: | <input type="text"/> |
| State: | <input type="text" value="MI: Michigan"/> |
| Zip Code: | <input type="text" value="481090000"/> |
| Country: | <input type="text" value="USA: UNITED STATES"/> |

| | |
|---|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| <input type="text" value="734-615-4216"/> | <input type="text"/> |

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | | | |
|----------------------|---|--|--|
| <input type="text"/> | <input type="button" value="Add Attachment"/> | <input type="button" value="Delete Attachment"/> | <input type="button" value="View Attachment"/> |
|----------------------|---|--|--|

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

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UNIVERSITY OF MICHIGAN CENTER FOR SOUTHEAST ASIAN STUDIES
ABSTRACT

The University of Michigan (UM) began its institutional ties with countries of Southeast Asia (SEA) in the 1880s and is now one of the best universities in the US for SEA Studies (SEAS). Founded in 1961, the Center for Southeast Asian Studies (CSEAS) has been a Title VI NRC with FLAS since 1964. We have graduated around 233 SEAS MAs and 460 PhDs in the past 50 years, many of whom have gone onto leadership roles. Our students benefit from professional development training that values non-academic tracks and encourages working for the government. CSEAS offers an MA degree, dual MA degrees with other programs, and a Graduate Certificate. Beyond our traditional strengths in anthropology, political science, and history, we have a firm presence in professional schools, most notably public health, nursing, and business. Our prominent faculty affiliates hail from 21 departments, and our language faculty (Filipino, Indonesian, Thai, and Vietnamese) are native speakers who are leaders in their fields.

As a long-standing NRC, CSEAS prioritizes outreach that responds to broader questions about the role of universities in the 21st century. We value seeding interest in global concerns at a young age (K-12) to create an informed US citizenry able to comprehend complex relationships and solve difficult problems in an ethical manner. We gain from partnerships with community colleges in which we provide resources and they provide us with a wider perspective. CSEAS has collaborated with the UM School of Education and other Title VI NRCs on the World History and Literature Initiative to help Michigan K-12 teachers meet state curricular standards; has formed a partnership with the University of Puerto Rico (an MSI) to train K-12 teachers; and has initiated a world music course for professional K-12 teachers seeking an MA through the UM Music Education Department. We reached community colleges with projects

through the Midwest International and Intercultural Education Consortium. The SEA library shares its resources widely through the web and to visiting scholars. CSEAS invites the public to campus with lectures, exhibitions, films, symposia, and performances.

Our Program Planning for 2018-2022 shows that CSEAS will ramp up this important work, fulfilling both NRC absolute priorities, both NRC competitive preference priorities, and both FLAS competitive preference priorities. We will vastly increase our engagement with K-12 teacher training and education institutions with 50% of a new position devoted to that outreach. With the other UM NRCs, we will expand WHaLI to a broader K-12 audience. For SEA and Middle Eastern topics, we will offer K-12 Teacher Training fellowships and hold an annual K-12 teacher conference. Our UM NRC collaboration with the University of Puerto Rico (MSI) will have new professional resources for K-12 teachers. We will reach out with projects to the other UM campuses (Dearborn and Flint are MSI-eligible) and Eastern Michigan University (MSI-eligible), as well as partner with faculty at community colleges through MIIIE and a new applied social science initiative. Our lectures, shared symposia, and other public events promote debate with speakers who have divergent viewpoints, and we are adding SEA roundtables with non-academics (the first featuring journalists). We continue our commitment to the professional schools and to promoting a variety of career tracks involving SEA to students. Continuing to deepen our impactful work and reaching out further with outreach developed from years of experience, CSEAS is in an excellent position to further work on SEA topics as a strong NRC. All our programming shows commitment to diverse points of view and the value of debate (NRC AP1).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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A. Program Planning and Budget

The University of Michigan (UM) Center for Southeast Asian Studies (CSEAS) is an NRC under the International Institute (II) that promotes Southeast Asian Studies (SEAS) on campus and to the public. CSEAS prioritizes outreach responding to questions about the role of 21st century universities, sharing resources and ideas for wide benefit. All our programming demonstrates commitment to diverse points of view and the value of debate (NRC AP1).

A1. High Quality Activities - A1.a Deeper and Broader K-14 Impact: Training teachers will expand with new programs. For MENASEA (Middle East, North Africa, Southeast Asia) teacher training, workshops, GPASS, and targeted evaluation, we request funds for 50% of 1.0 FTE qualified K-14 coordinator (see description in Appendix I).

- NEW *The MENASEA Teacher Training Program* (NRC AP2) responds to national priorities to globalize K-12 curricula with a 10-month training program. It will build an educator cohort for professional development and qualify for required Continuing Education Credit Hours. Fellows will attend expert-led events, discuss literature, and visit Michigan sites of interest. The cohort will participate in an annual *Teacher Workshop* in June. Produced with the K-12 outreach staff at the Kelsey Museum and the UM Museum of Art, the workshops will be open to all teachers and will contextualize visual art and artifacts in the UM collections from SEA and the Middle East. We hope to expand regional areas covered as well. (See A2. Development below).

- The *World History and Literature Initiative* (WHaLI) is a unique collaboration between the UM NRCs and UM School of Education that has served K-12 teachers and will add community college faculty this cycle (NRC AP1, AP2, CP1, CP2). Held in June, it is a 3-day professional development workshop that provides area studies curricular resources (see Outreach, p. 41).

Four features contribute to WHaLI's success: 1) WHaLI tackles the challenge of connecting micro- and macro-level processes by nesting local content within larger contexts; 2) WHaLI is

interdisciplinary; 3) WHaLI draws from School of Education resources to ground pedagogical approaches for real world application; 4) WHaLI resources are online. As a pilot, we will livestream this year's Institute to Grand Valley State University with a facilitator present locally to lead discussions and expand our reach significantly, including to community colleges (see A2. Development below).

- *World Music for Music Educators (NRC AP2, CP2)* is a summer course held with the UM Music Education Department to train practicing K-12 teachers pursuing an MA degree in Music Education (see Outreach, p. 42). It requires teachers to produce age-appropriate lesson plans that can be implemented as soon as the following academic year (see A2. Development below).

A1.b. MSI and Community College Capacity Building:

- There is great enthusiasm for our *University of Puerto Rico (UPR) Collaboration* from our UPR College of Education partners (*NRC AP1, AP2, CP1, CP2*), especially given the challenges from recent hurricanes. CSEAS and the UM NRCs will continue to fund delegations to UPR for the annual symposium (see Outreach, p. 41). We will retain the UM Center for Education Design, Evaluation, and Research (CEDER) to send representatives to the UPR symposium and create annual thematic educator toolkits customizable to grade levels and national curriculum standards (see A2. Development below).
- NEW UM-Flint, UM-Dearborn, Eastern Michigan University (MSI-eligible) (*NRC CP1*). Last year we invited 2 Flint faculty to join our affiliates, and now we will seek SEAS faculty at Dearborn to join us at UM talks and social events. Further, CSEAS will increase the number of SEA scholars it sends to local MSIs and community colleges for talks, continuing with Kalamazoo Community College, and expanding to the universities mentioned above.

- *Midwest Institute for International Intercultural Education (MIIE) Curriculum Workshops* (NRC API, AP2, CPI): Since 1997 MIIE has organized almost 40 1- to 2-week workshops on global themes that provide resources to community college (CC) faculty to develop a curriculum module (see Outreach, p. 43). The modules are “infused” into at least 1 course they are teaching at their CC, starting the following semester. Each faculty receives a \$1,000 payment per module. A 2nd objective is to bring together faculty and experts sensitive to CC teaching needs which facilitates discussions, mentoring, and network-building. We will contribute to 2 workshops annually for quality SEAS content (see A2. Development below).
- NEW *The MIIE Faculty Fellowships for Curriculum Modules* (NRC CPI) provides incentive for CC faculty to develop in-depth curriculum modules on SEA over 8-10 months. Faculty will get access to resources, mentoring, and feedback and receive a \$1,000 payment per module.
- NEW We propose the new *Global Practices in Applied Social Sciences (GPASS)* (NRC API, AP2, CPI), a partnership of CSEAS, CMENAS, the UM Center for Latin American and Caribbean Studies, and Washtenaw Community College (WCC) to promote the practical application of social science to solve real problems. The goals in 4 years are to supplement the lack of applied social science curriculum at WCC/UM, create a lasting network between both, and seed involvement in real life projects to help others (see A2. Development below).

A1.c. Supporting LCTLs: (FLAS CP2) CSEAS supports language faculty and courses (3 levels of Filipino, Indonesian, Thai, and Vietnamese). This cycle, we are requesting funds to pay 33% (each) of the salaries of the 4 language lecturers to guarantee Year 3 will be offered as long as there is at least 1 student enrolled. Meanwhile, we will work with UM programs that require 3rd-year language proficiency to attract more students to the advanced level of our languages. These measures will help sustain 3 levels of instruction throughout the grant cycle. We will also offer

distance learning Burmese, and send Southeast Asian Studies Summer Institute (SEASSI) funding to ensure that Lao is taught every summer (see A2. Development below).

A1.d. Reaching the Public with SEAS Breadth/ Depth: Our events are marketed to the public through various media, and most events are streamed online. Our *Lecture Series* reflects diverse perspectives and generates debate on world regions. Several events are co-sponsored to ensure interdisciplinarity and a wider audience (*NRC API*).

- *NEW SEA Roundtables* are an alternating-year initiative in collaboration with other centers. The roundtables will highlight current topics and non-academic speakers (*NRC API*).
- *Cultural Events, Films, and Community Gatherings* attract the largest audiences, and include music and dance presentations, workshops, and community gatherings with politicians or NGO leaders from SEA. Exhibitions include trenchant topics such as the dangers of flooding in Jakarta. A planned upcoming exhibition is called *Songs of Memory* and documents struggles of the Hmong in Thailand through their music (*NRC API*).
- *Student Initiatives* include the Asia Business Conference, the Malaysian Students Conference, and an interdisciplinary SEAS conference organized by graduate students in our colloquium course. Speakers will include academics, politicians, and business leaders (*NRC API*).
- *Shared II Conferences* will occur annually. In Year 1, to prepare for the UNESCO-declared International Year of Indigenous Languages (2019), II centers will hold the conference *Indigenous Languages: From Endangerment to Revitalization and Resilience*. As around 20 languages are lost a day, emphasis will be on how to revitalize indigenous languages.

A1.e. Professional Schools: We will enhance our collaborations with the School of Public Health (SPH), including symposiums and guest lectures in classes that brings SEA professionals to UM. The number of SPH students applying to our Thailand research endowment has more than tripled in the last 4 years. Similarly, Nursing has a decade-long history of work in Thailand

and has asked to collaborate with CSEAS on new initiatives for which they will seek additional funding on their own (see A2. Development below). CSEAS will continue to enhance relationships with other professional schools, including outside the health fields.

- NEW *UM Knight-Wallace Fellows House* will work with us to enhance national impact of SEA in the media. CSEAS will send a faculty affiliate to lecture to each year's cohort of mid-career journalists from the US and around the world.

A1.f. Courses: CSEAS's flagship course is SEAS 501 (required for CSEAS MA students and open to others), in which our faculty guest-lecture about their respective disciplines and research, giving students an interdisciplinary, multi-country view. CSEAS will also hold a 1-credit colloquium course required for MA students. We will offer an introduction to SEAS for undergraduates in alternating years (and special topics courses when possible). Finally, CSEAS will expand a Thai language mini-course for Nursing to include SPH students in fall 2018.

A1.g. Enhancing Curriculum: CSEAS started the Vietnam Study Group and will also help formalize a Burma Study Group by finding a faculty adviser and encouraging students to submit the application to make them eligible for funding. We will also support class visits to bring prominent scholars, poets, and others to expand course material. Additionally, we will give travel grants to faculty to start SEA research projects and create linkages with faculty and institutions in SEA. Added this cycle, we will focus efforts on faculty who go to SEA for the first time and professional school faculty, especially schools with no current faculty affiliates.

A2. Development Plan: The programs described above are designed to develop over the grant cycle, through numeric growth of events or participants, expanding reach through web and open access, generating follow-up projects and partnerships, and becoming self-sustaining. In the past cycle, TVI funds supported 2 language lecturers. This cycle, we are requesting funds to pay 33% of salary of lecturers in 4 priority languages. UM support will grow over the next 4 years, as we

ask the department to cover all yearly salary and fringe increases for a greater percentage overall. Also, this cycle CSEAS will increase language faculty funding to attend collaborative pedagogy workshops, along with conferences of their choice, for more specialized professional development and national SEA language teacher networking.

- In 2018-22, for *WHaLI*, we will work with partners to expand in 4 areas. 1) Intergenerational: We will invite recent graduates of the UM teacher prep program, Eastern Michigan University (MSI eligible), Oakland, and Michigan State to group early career teachers with veteran teachers. 2) Digital: To increase impact, we will webcast workshops online. In 2019, we will livestream to the University of Puerto Rico (MSI). 3) Geographical: We will work to extend WHaLI to teachers at Detroit Public Schools, Wayne Educational Services Authority, and MI community colleges (*NRC CPI*). 4) Accessibility: We will make new materials publicly accessible with Creative Commons licensing. WHaLI teachers will also get access to our archive of the prior 15 sessions (available to any non-WHaLI teacher also).
- *MENASEA Teacher Training* will develop themes for the coming cycle as we produce more materials and gain experience with more cohorts. Our proposed themes are: Year 1-Water; Year 2-Local is Global; Year 3-Identity and Migration; Year 4-Building Bridges across Cultures. Our reach will grow as we expand advertising to include teachers' associations, the UM Center for Educational Outreach, and community groups. To further increase accessibility, we will post open-access resources from our sessions.
- *World Music for Music Educators* will develop not by increasing cohort size, since demand is high and enrollment is capped by the department, but rather by establishing it as a regular and expected course to be paid for by the department.
- In Year 1 of *GPASS*, UM NRCs will meet with WCC faculty several times to design a faculty and student training initiative to highlight practice-based career paths that meet national needs.

While SEA, Latin America, and the Middle East are the initial world regions of focus, we hope to expand with partners. The WCC faculty will form a cohort with honoraria provided by UM as incentives. In Year 2, the UM NRCs will provide workshop leaders to contribute their expertise on topics related to initiative goals. Depending on the goals worked out by the team, the 3rd/4th years may feature larger-scale events where WCC faculty and students can network with applied social scientists doing projects overseas with the potential for becoming involved in them.

- *UPR* will improve this cycle with new materials from CEDER (see above) and include outreach to CCs in Puerto Rico. Starting new in Year 1, CSEAS will promote our academic sharing program to participants from UPR to use UM SEAS resources on campus at our expense. Also new, CSEAS will begin accepting SEA-interested UPR faculty for renewable year-long faculty affiliations that include UM library privileges available online and on campus.
- For *MIIE*, topics with SEAS content for the grant cycle will be: Year 1-Global Poverty & Development; Social Justice & Global Institutions; Year 2-Human Security & Rights; Global Institutions & Livelihoods; Year 3-Global Competition, Cooperation, & Conflict; Norms & Global Identity; Year 4-Human Rights & Diversity; and Human Migrations & Global Networks.
- In this grant cycle, the CSEAS MA will change and transform to become a regional track under a 36-credit MA in International and Regional Studies (MIRS) that encompasses all II programs. MIRS students will benefit from interaction *within* their regional plan and *across* plans. Because MIRS will deliberately attract students with different interests and career paths, they will have diverse peers, some of whom will choose government service (*NRC API*). CSEAS will remain in charge of admissions to its regional track, and our course requirements will be augmented with new courses on research methods, thesis writing, and a capstone project.
- Our 4-year plan with professional schools includes involving a new faculty affiliate from Architecture in Year 1 and from other Schools or Departments in subsequent years. To build on

our existing strengths with SPH, in Year 1, CSEAS will recruit a SPH faculty member to form institutional linkages in Laos, a country with which we have little engagement. In subsequent years, we will help SPH form a more regular pipeline for faculty and students to Laos and recommend Lao study at SEASSI. Our work with Nursing will grow with other external grants they apply for in the first year. Both UM and Thai institutions have invested in the capture of data from sources such as medical records, population information from administrative, census and medical insurance sources, and public health records. There is an emerging interest in using this data to better understand population health trends and priorities, regional differences related to health care utilization and cost, and to better prepare for ‘personalized’ health care approaches through predictive analytic modeling. The first proposed Nursing conference will take place at UM with visiting Thai researchers on data science opportunities in Thailand. This will expand the nursing network and advance understanding of data science methods. The 2nd proposed conference in the 3rd grant year will be in Thailand in conjunction with the Ministry of Public Health and Data Science Center, with the goal of developing joint projects.

- The proposed topics for the new *SEA Roundtables* are Journalism in SEA, Sustainability in SEA, Religion in SEA (to coincide with the shared II conference), and Medicine in SEA.

A3. Costs: Costs are based on the adjusted costs of continuing projects, experience with similar projects for new initiatives, responsible stewardship, and meeting national priorities, and they are comparable with other NRCs. Wages reflect actual costs (see Budget).

A4. Long Term Impact: Teaching teachers has exponential benefits, and all our K-14 projects promise long term impact. Languages help enable careers in government, business, NGOs and academia. *Academic Sharing* serves the future, with its emphasis on producing work to enhance curriculum. Overall, the proposed projects will strengthen SEAS on and off campus and

showcase SEA career possibilities to students. More constituents means more leverage within UM and greater reach outside. Our alumni success already shows long term impact and inspires donors to consider endowments to safeguard our future.

B. Quality of Staff Resources

B1. Faculty/ Staff Qualifications: UM maintains the highest standards, including selective hiring and tenure and promotion processes. Most faculty affiliates hold PhDs with excellent publication records, and many have global reputations; in AY2016-17 they received at least \$685,552 in external funding (see Table 6). Examples of accomplishments include: Victor Lieberman (History) was awarded with a Distinguished University Professorship (2013), a recognition of his exceptional scholarship and superior record in teaching, mentoring, and service; Allen Hicken (Political Science) received a Rackham Distinguished Graduate Mentor Award (2016); and Nancy Florida (UM Department of Asian Languages and Cultures [ALC]) was recognized by the government of Indonesia for her lifetime contribution to Javanese Studies. Faculty are evaluated in departments and at the university level, and staff undergo annual reviews. CSEAS director, Christi-Anne Castro (2013 to present) is Associate Professor of Ethnomusicology who researches Philippine performing arts and is a composer/performer of *rondalla* music. Her book received the 2012 Global Filipino Literary Award, and her 2013 group musical tour received coverage in major Philippine media. Alison Rivett, CSEAS administrator, lived in South Asia for 7 years and served as faculty and in administration at a higher learning institution in the region. She has a UM MA in Art & Design, a certificate in Museum Studies, and is pursuing an MA in Higher Education Administration at UM part time. The SEA Librarian, Susan Go, has dual MA degrees in History and Library/ Information Science and has secured NEH and other grants for special projects. In addition to library duties and projects, she teaches a course introducing library SEA materials, performs outreach, and

supports SEA Library Fellows. She visits SEA annually for materials and participates in workshops about SEA collections domestically and abroad. (See Appendix: Bios.)

B1.a. Professional Development and Overseas Opportunities: Faculty and staff are encouraged to use professional development funds and attend programs. The Center for Research, Learning, and Teaching is a valuable faculty resource that holds workshops and provides funding. Overseas research is funded by external research grants, departments, the Office for Research, and UM centers. Faculty have time for overseas research through UM-supported sabbaticals. Many units support faculty travel (see Table 4), and UM has an initiative that pays for faculty to travel abroad with students as part of a course. Staff receive training in compliance with university, state, and federal regulations, and the II holds training on leadership, teambuilding, diversity, and job skills. UM maintains a large catalog of external professional development courses, and offers its own internal courses. UM has a tuition waiver program for staff as well, currently used by the CSEAS programmer. CSEAS also funded her travel to SEA to explore institutional linkages and increase her regional knowledge in support of programming.

Language faculty can attend all of these professional development workshops on campus as well as language pedagogy ones through the Language Resource Center. CSEAS funds them to attend meetings of professional associations and off-site pedagogical workshops. In 2018, CSEAS hosted COTSEAL members (and our lecturers) for a 2-day pedagogical workshop presented by ACTFL. CSEAS helps fund overseas travel for them as well.

B1.b. Commitment to Teaching, Supervising, and Student Advising: All our faculty teach, supervise theses/dissertations, and/or advise students in some capacity. All UM College of Literature, Science and the Arts (LSA) faculty are required to teach undergraduates. Faculty from 11 liberal arts departments, 10 professional schools (see Table 1), the library, and the museums have taught/advised CSEAS MA students.

The director advises all MA students on their academic and professional lives, while II Student Services helps with the details of their program track and funding logistics. Since 2014 we have graduated 100% of the CSEAS MAs. The II provides quality academic advising for 12 undergraduate majors/minors, 6 graduate degrees, 6 graduate certificate programs, and several graduate dual degree programs. Including the new Academic Services Manager, Advising has enlarged to 7 total FTEs, is supported by a 1.5 FTE administrative assistance, and will have a faculty director in Fall 2018. Six have MAs, and 1 has a Ph.D; 3 have degrees in regional studies and 2 in Higher Education Administration.

B2. Center Staff and Oversight: Along with the faculty director, CSEAS's full-time program administrator (1.0 FTE) is responsible for center management, programming, and overseeing CSEAS interns. CSEAS falls under the II, with its own faculty director and chief administrator overseeing all regional centers. CSEAS has a unit manager for financial and staff oversight (1.0 FTE with .20 FTE for CSEAS). CSEAS has a student services associate (1.0 FTE with .20 FTE for CSEAS) who manages our MA program, including the logistics of admissions, funding, and advising on requirements. II Communicators help with media and marketing and IT with computers and audio/visual needs. Thus, CSEAS has adequate staffing. It also benefits from additional staff from UM, including finance, HR professionals, and work-study students, as well as other UM NRC program administrators for joint projects.

B2.a. Extent of faculty involvement: The CSEAS executive committee serves as a sounding board and votes on major decisions. It has 3 ex-officio members, 3 elected, and an appointed member (chosen for country/disciplinary balance). The ex-officio members are the director, the SEA Librarian, and the director of SEA languages (ALC), and recent members have been from Business, Law, Political Science, and Public Health. We see active involvement from core faculty and intermittent involvement from others who serve on committees or attend events.

Table 1. CSEAS Faculty Affiliates by Department/ School

| | | | | | |
|---------------------------------|----|--|---|---------------------------------------|-----------|
| Humanities and Arts (40) | | Political Science | 3 | Natural Resources & Environment | 2 |
| American Culture | 3 | Sociology | 2 | Nursing | 2 |
| Anthropology | 8 | Statistics | 1 | Public Health | 6 |
| Art and Design | 2 | Women's Studies | 2 | Public Policy | 3 |
| Asian Languages & Cultures | 10 | Professional Schools & Specialized Non-LSA (28) | | School of Management (Flint) | 1 |
| History | 4 | Architecture & Urban Planning | 2 | Social Work | 3 |
| History of Art | 1 | Business | 6 | Institute for Social Research | 1 |
| Music, Theatre and Dance | 4 | Law | 2 | Total CSEAS faculty affiliates | 68 |

B3. Nondiscriminatory Employment and Encouragement for Underrepresented Groups:

UM is an equal opportunity employer, complies with federal and state laws on nondiscrimination and affirmative action, subscribes to US/ED's GEPA, and is ADA compliant. UM does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status. In 2015 UM increased its annual diversity funding to \$85 million, aiming for a university culture that discourages individual bias, eliminates institutional bias, and provides individuals with a sense of belonging. Of the 67 SEA faculty and the librarian, 35 are women and 31 are ethnic minorities. Our 7-member executive committee includes 6 women and 3 ethnic minorities. The CSEAS director is an underrepresented minority, and the programmer is a 1st-generation college graduate.

C. Impact and Evaluation

C1. Center Impact: CSEAS produces programming that rivals larger centers and reaches the public. We annually gain new faculty affiliates. Our students become prominent specialists in different fields in the US and in SEA, and a number lead SEA NRCs at other universities. Our faculty lecture around the globe and provide commentary to major media as regional affairs

specialists (see Table 3). CSEAS collaborates with institutions at home and in SEA on impactful projects, including promoting languages and holding international conferences on politics, economics, and health. Enrollments in non-language courses are robust, reaching an average of over 1500 undergraduates per semester and reflecting a greater commitment to international education at UM compared to as recently as 4 years ago (see Table 8 for Enrollments). The number of students studying abroad has increased as well, helping grow enrollment in SEAS courses. In 3 years, over 650 students participated in a SEA study abroad experience (see Table 12). Study abroad and courses are the building blocks of SEA-centered careers. Additionally, CSEAS has an excellent record of graduating MA students in 2 years and placing them in areas of need. Placements for students appear in the table below. The II holds career sessions and in the next 4 years will increase awareness of these events (see Appendix III).

| Table 2. CSEAS Student Placements, based on a survey of 204 affiliated students | | | |
|--|--------|-----------------------------|--------|
| Higher Education | 31.25% | International Organizations | 6.25% |
| Non-Profit | 12.50% | For Profit | 43.75% |
| Government | 3.13% | Unknown | 3.13% |

The high profile of CSEAS is evident in the number of our events and how many attend. In

AY2017-18 CSEAS fully or partially sponsored over 40 events, with most featuring external presenters. Total attendance averages over 3,000 persons per year. Conferences and lectures are open to the public, recorded with permission, and accessible through our YouTube channel.

We support K-12 education, community colleges, and MSIs with teacher-training programs that reached at least 368 teachers in 3 years: World Music (20), UPR (215), WHaLI (85) and MIIE (48) (see I. Outreach). This represents reach to at least 8,000 students. From evaluations of WHaLI, teachers reported that 70% used some materials in their course, 86% incorporated the historical ideas/concepts into at least one course, 70% incorporated the pedagogical ideas/concepts into at least one course, and 70% shared content/resources with others at school.

C2. Addressing National Needs, Generate and Disseminate Information: CSEAS provides

information to the public through our website, live and streamed events, social media, print media, and outreach, and our faculty work with schools, businesses, NGOs, and the media to share their knowledge of SEA to the widest possible sets of audiences (see Table 3).

| Table 3. SEA Faculty Affiliate Outreach, Engagement, & Dissemination |
|--|
| K-16 ENGAGEMENT |
| <u>Zenaida Fulgencio</u> Curriculum Development Project, Fulbright-Hays Study Abroad Program for K-16 Educators, Philippines; Philippine Arts and Culture workshops, Hartland Outreach Program. <u>Stuart Kirsch</u> Public lecture on engaged research to 500 high school students, Seaholm High School, Birmingham. <u>Cyrus Penarroyo</u> "Seeing Double" Workshop with ArcPrep high school students in Detroit (2017). |
| BUSINESS |
| <u>Yuen Yuen Ang</u> Fellowship, Carnegie Corporation of New York; Research Award \$20,000, IBM Center for the Business of Government. <u>Stuart Kirsch</u> Worked with Thyssenkrupp. <u>Amy Nguyen-Chyung</u> Class visits by Karen Raghavan, former VP of Benefit Cosmetics, & Niren Choudhary, COO of Krispy Kreme. <u>Stuart Kirsch</u> worked with Thyssenkrupp. <u>Linda Lim</u> Independent Director, Multi-Fineline Electronix. |
| MEDIA |
| <u>Arun Agrawal</u> Campus Technology, Mongabay. <u>Yuen Yuen Ang</u> Foreign Affairs, Forbes, the Wall Street Journal and 10 other international outlets. <u>Irina Aristarkhova</u> The Conversation. <u>Dan Birchok</u> Inside Indonesia. <u>John Ciorciari</u> BBC World Report, Bloomberg, Al Jazeera, International Business Times, and 15 other international outlets; New York Times, Washington Post, Wall Street Journal, TIME, and 10 other national outlets; Michigan Daily, CBS Radio Detroit, WILS Radio Lansing, and 6 other regional outlets. <u>Deirdre de la Cruz</u> Business Mirror, Rappler. <u>James Diana</u> Detroit News. <u>Marisa Eisenberg</u> Duke Today, Time Magazine. <u>Allen Hicken</u> New Mandala, Washington Post, Thai Data Points. <u>Berit Ingersoll- Dayton</u> Wall Street Journal. <u>Aneel Karnani</u> Wall Street Journal. <u>Webb Keane</u> Granada TV and Video News International; National Geographic Society, ABC, Iowa National Public Radio and 6 other national outlets. <u>Stuart Kirsch</u> CBC Radio, Ideas with Paul Kennedy. <u>John Knodel</u> Channel NewsAsia, Singapore Management University. <u>Linda Lim</u> Yahoo, Fortune, Straits Times, Wall Street Journal Asia, and 5 other international outlets; The Atlantic, The New York Times, The Wall Street Journal, and 4 other national outlets; Detroit News, Detroit Free Press. <u>Andrew Marshall</u> National Geographic, The Washington Post, The New York Times, Scientific American, The Guardian, Smithsonian News, Discovery, Mongabay, The Daily Mail. <u>Mike McGovern</u> BBC, Le Monde, and 7 other international outlets; CNN, NPR, The Wall Street Journal, and 8 other national outlets. <u>Carlos Mendes de Leon</u> Academic Minute. <u>Steven Ratner</u> Politifact, Washington Post, The Atlantic, Wall Street Journal. <u>Joline Uichanco</u> Asia Scientist Magazine. <u>Dean Yang</u> Financial Times, Times of India and 4 other international outlets; The Wall Street Journal, The New York Times, The Washington Post, National Public Radio and 9 other national outlets; University of Michigan News. |
| GOVERNMENT |
| <u>Arun Agrawal</u> Principal Investigator (\$3.1 million) Department for International Development; Principal Investigator (\$250,000), International Institute for Education. <u>Yuen Yuen Ang</u> Public Intellectuals Program; United Nations Development Program; Istanbul Development Dialogue; Norwegian Institute of International Affairs; UK Department of International Development; Overseas Development Institute; British Academy/ Anti-Corruption Program; World Vision; World Bank; World Resources Institute. <u>April Bigelow</u> Michigan Council of Nurse Practitioners; American Nurses Credentialing Center; National Academy of Medicine. <u>John Ciorciari</u> U.S. Intelligence Community on East and Southeast Asia; Japanese foreign ministry; U.S. think tank analysts on US-Japan relations in Southeast Asian. <u>Kathleen Ford</u> Thai Ministry of Health; Global Fund to Fight AIDS, Tuberculosis and Malaria. <u>Susan Go</u> Library of Congress in Jakarta. <u>Allen Hicken</u> U.S. State Department; Thailand State Department; intelligence briefings various U.S. intelligence agencies. <u>Donald Lopez</u> Freer and Sackler Galleries of the Smithsonian. <u>Rafael Meza</u> Michigan Department of Community Health; Institute of Nutrition of Central America and Panama. <u>Priscilla Rogers</u> Evaluation Committee, Department of State U.S. Student Fulbright Program. <u>Susan Walton</u> Presidential Friends of Indonesia. |

| NGOs |
|---|
| <p><u>Arun Argrawal</u> National Academy of Sciences Award. <u>Yuen Yuen Ang</u> Smith Richardson Foundation; United Nations Expert Group on Eradicating Poverty. <u>April Bigelow</u> National Alliance for the Homeless ; National Organization of Nurse Practitioner Faculties. <u>Christi-Anne Castro</u> Philippine Arts and Culture Ensemble of Michigan Advisory Board. <u>John Ciorciari</u> Documentation Center of Cambodia; New Education Highway NGO in Myanmar. <u>Kathleen Ford</u> Thai NGOs. <u>Zenaida Fulgencio</u> Filipino American Student Association, Ann Arbor, MI. <u>Susan Go</u> Ford Foundation Jakarta; Jesuit House Cebu City. <u>Allen Hicken</u> Local NGOs in the Philippines, Indonesia and East Timor. <u>Berit Ingersoll-Dayton</u> Gerontological Society of America; International Association of Gerontology and Geriatrics; Kendal Community, Oberlin, OH; First Presbyterian Church, Ann Arbor, MI. <u>Webb Keane</u> Workshop at Quai Branly Museum Paris and museums across England, Scotland, Netherlands, Switzerland, Norway, Germany, Singapore, Taiwan, and Indonesia. <u>Stuart Kirsch</u> Asociación de Desarrollo Económico y Social de Santa Marta; La Mesa; Institute for Policy Studies; MiningWatch Canada; Guyana Amerindian Peoples' Association; Forest Peoples Programme; Suriname Association of Indigenous Village Leaders; Forest Peoples Programme; Environmental Defender Law Center. <u>John Knodel</u> HelpAge in Myanmar and Thailand. <u>Rafael Meza</u> European Society for Mathematical and Theoretical Biology and the Society for Mathematical Biology. <u>Carla Sinopoli</u> National Member, Mellon Committee on the Future Directions of Archaeology, Institute of Fine Arts, New York University; Member, Society for American Archaeology. <u>Scott Stonington</u> VA Medical Center Ann Arbor; Social Medicine Consortium. <u>Joline Uichanco</u> Open Society Foundation Project.</p> |

C3. Equal Access and Treatment of Participants: UM does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status. UM subscribes to US/ED's GEPA, is ADA compliant, and has a strong Office of Services for Students with Disabilities. CSEAS collaborates with UM's Center for Educational Outreach whose mission is to increase campus diversity and access to higher education through outreach directed toward under- represented groups in Michigan. UM's Go Blue Guarantee waives tuition for all in-state admitted students whose household income is under \$65,000.

C4. Evaluation Plan: In this cycle, UM NRC's will retain the external evaluator Formative Evaluation Research Associates (FERA) for our large-scale shared Outreach projects (UM-UPR, WHaLI, and MIIE). FERA, a 100% woman-owned Michigan firm (DUNS #083426965) has provided evaluation to nonprofits for over 45 years and is committed to the inclusion of groups underrepresented both in the field of evaluation and in the projects evaluated. FERA will provide 3 types of evaluations to us: 1) *Formative Evaluations* provide information for improvement, with data collected early enough that changes can be made long before the

program is over; 2) *Outcome (Impact) Evaluations* measure the extent to which the program's goals were achieved and determines any unintended consequences, positive or negative;

| Table 4. NRC and FLAS Evaluation Plan | |
|--|---|
| NRC Evaluation Plan: Overarching Evaluation Questions: | |
| 1. How effective are the strategies for outreach to minority serving institutions, community colleges and K-12 teachers (e.g., MIIE, WHaLI, UPR, teacher fellowship(s)? How can they be strengthened? 2. Which strategies for outreach to K-14 teachers are most effective? Least effective? What additional, or adjusted, strategies are needed? 3. What challenges and supports exist for teachers to use their new knowledge and materials in their classrooms? 4. What else do teachers need to support classroom use of area studies content? 5. How likely are teachers to use the area studies content they learn in their classrooms? How do they actually use the content in their classrooms? 6. How effective are the strategies for disseminating area studies content and materials regionally and nationally? What additional, or adjusted, strategies are needed? 7. To what extent and in what ways have National Resource Centers (NRC's) increased access to area studies professional development opportunities both regionally and nationally for minority serving institutions, community college faculty, and K-12 teachers? 8. To what extent have NRC's increased minority serving institutions, community colleges and K-12 teachers access to NRC content and area studies-specific materials both regionally and nationally? | |
| FLAS Evaluation Plan Overarching Evaluation Question: <i>To what extent has UM's language and area-studies training contributed to improved supply & diversity of SEA specialists?</i> | |
| Overarching question: To what extent has UM's language and area-studies training contributed to improved supply and diversity of SEA specialists? | |
| How do placement rates evolve over time? | Administration of FLAS tracking survey |
| How effective are efforts to increase these placements? | II-wide comparative analysis of shared and Center-specific efforts, using placement data and additional data from exit & follow-up surveys. |
| To what extent do students increase their proficiency levels for reading, writing, and listening/speaking language skills through enrollment in third-year-level SEA language classes? | |
| How does proficiency improvement evolve over time, broken down by language skill? | Administration of proficiency tests for FLAS fellows at the beginning and end of courses (SEA language instructors, yearly) |
| How can these efforts be improved? | Collaboration with the Languages Resources Center (LRC) in determining best practices as emerging from pilot projects in establishing learning goals for all UM language courses. |
| What barriers appear from the accounts of students who started a FLAS application, but did not submit it? | |
| What reasons are given by students who start but don't finish a FLAS application? What role is played by factors such as timing of hearing about FLAS, channel for hearing about FLAS, availability of faculty for language evaluation and recommendation, other? | Administration of survey about FLAS application process about student experience, at 1 week post-deadline, including all students who started the application, w/specific questions about non-submission (FLAS coordinators, yearly). |
| How can potential barriers be addressed? | II-wide comparative analysis of shared and Center-specific efforts, using yearly application data. |

3) *Context Evaluation* provides information about the program setting, including the specific needs of individuals targeted by the program, and social, political, economic, geographic, and/or cultural factors. The comprehensive evaluation plan is designed for SMART outcomes (i.e., specific, measurable, achievable, realistic and time bound). UM NRCs will collect outcome Performance Measure (PMF) data for Title VI reporting; PMFs align outcomes, program activities, quantifiable data indicators, measurement timing and data sources, and the amount of change we expect to measure. Mixed methods will be used to collect quantitative and qualitative data. Activities and the year in which they will occur, are detailed in Table 5.

| Table 5. Evaluation Activities Years I-VI University of Puerto Rico/U of M Collaboration, WHaLi, MIIIE | YR I | YR II | YR III | YR IV |
|--|---------|----------|-----------|----------|
| Analyze lesson plan content developed from the UPR presentations and the MIIIE curriculum modules. WHaLi does not currently require or produce lesson plans/modules to be developed. Develop matrix. | | X | | X |
| Develop a set of evaluation questions to implement at the symposium/workshop. | X | X | X | X |
| Observe a sample of classrooms taught by WHaLi workshop participants to obtain an external observer's perspective on the degree to which program training and materials are being used. | X | | | X |
| Conduct background context interviews and interviews (in Spanish for UPR) with participating K-12 teachers. | | X | X | |
| Conduct a follow-up online survey or classroom visit with participants. | | X | | X |
| Enter data/clean/proof/analyze. | | X | | X |
| Create data summary. | | X | | X |
| Reporting and Data Interpretation | | | | |
| Data interpretation meeting | X | X | X | X |
| Feedback/outcomes highlights report | X | X | X | X |

We will also do targeted evaluation. In the 2018 UM-UPR teacher training symposium (see 1. Program Planning p. 1), the II NRCs partnered with CEDER, a team in the School of Education (NRC CP2). CEDER assists with the design of curricula, programs, and technology. They consulted with UM-UPR presenters on framing presentations with pedagogical implications. The II sent the CEDER Design Coordinator to the 2018 symposium to observe the event and meet with UPR College of Education representatives. After, CEDER produced resources for a larger deliverable: a free, open resource thematic educational toolkit with lessons, activities, discussion

guides, and a resource guide. CSEAS specific programming will also be targeted with the implementation of surveys for our events whose results will be used for NRC reporting.

C4.a. FLAS Evaluation: CSEAS FLAS evaluation plan is guided by the evaluation questions and measurement instruments listed in Table 4. The plan will be implemented with evidence-based programming based on data collection and evaluation. Rackham Graduate School (RGS) surveys students and provides detailed program-specific data on various dimensions of the program and its outcome for students. The results of these evaluations are discussed by the Deans and faculty serving on the Graduate School's Executive Board, which then recommends adjustments to the programs. We have increased capacity to conduct wide-reaching evaluation of center events with a new K-14 education coordinator (see Appendix I).

C4.b. Use of Evaluations to Improve Program: MA and certificate programs undergo evaluations by UM every 4 years. The last evaluation for II MA programs in AY2014-15 had positive results; however, RGS recommended aligning standards and credit requirements across II MA programs, providing fuller access to advising and career placement resources, strengthening the sense of cohort among students across programs, and offering more comprehensive and flexible options. CSEAS responded immediately with a new colloquium course to help build a SEAS cohort of MA and doctoral students across disciplines. On a larger scale, the II created a 36-credit MA in MIRS that will encompass and expand existing II MA programs (see also section 2, Curriculum Design). This new structure facilitates sharing of best practices, streamlines administrative services, and creates larger cohorts. These examples show that we continually make adjustments to our programs and activities in response to evaluation data, whether institutional (RGS), faculty and visitors (surveys on our lectures and conferences), or students (alumni surveys and focus groups). On a smaller scale, we use course evaluations

with our lecturers to professionalize their work, and CSEAS tracks event attendance and holds student focus groups semi-annually to align programming with their needs.

C5. Placing Students for National Need: All our SEA languages are priority languages meeting a national need (*FLAS CP2*). Of the 49 UG AY FLAS Fellows who have graduated as of 2018, 73% (36/49) received a degree related to SEA. Among them are 12 SEAS majors, 6 IS majors, 18 ALC minors, 1 IS minor, and 1 IPE minor (International Minor in Engineering). 73% of UG FLAS Fellows graduate with advanced language proficiency, having completed at least 3 years of language. Of these, 3 have continued with SEAS in the UM MA program, and 2 are enrolled in the SEAS-Public Policy MA/MPP joint degree program (See Table 11).

C5.a. Increasing Placements for National Need: In AY2017-18, over 20 career events were held with representation from Federal agencies, educational institutions and non-profits. The II brought in Megan Ryan (Dept. of State), Liz Malinkin (Woodrow Wilson Center), and Dr. David Abramson (Dept. of State Bureau of Intelligence and Research). Career events also targeted business and STEM fields such as Eoin Power from Avascent, an aerospace consulting firm defense and government-driven markets. We advertised job fairs, career events, and job announcements through email, weekly bulletins, blogs, and social media. The II is also an active member of the International Career Pathways (ICP) network, with at least one academic services staff member participating on the planning committee each year. In the last cycle, CSEAS held student meetings with a SEA expert State Department Diplomat, and Public Policy has a Diplomat in Residence for career advising. CSEAS helps fund internships in Washington DC and SEA and holds professional development workshops to jumpstart careers.

C6. Improved Supply of SEAS Specialists (FLAS): The early 2018 joint survey (6 UM areas studies centers) of FLAS Fellows and Center MA and Certificate recipients who graduated in the last 15 years yielded 288 respondents, including 96 undergraduates and 191 graduates, 193

FLAS Fellows, and 106 Center MA graduates. Forty percent of these have pursued at least one graduate degree, while 75% have held at least one full time job following graduation. Of those who have pursued further education, 43% pursue a PhD, 15% an academic MA, 10% a professional MA, and 16% a professional doctorate; 82% report that their new degree programs make at least a minimal use of either language and/or area studies skills acquired at UM. For those who enter the workforce, 75% have held at least one position that made at least a minimal use of their language skills; 88% report that they have held at least one position that made at least a minimal use of their area studies skills. Of the SEAS-related alumni, 97% of respondents reported using Asian Studies skills and 76% reported using language skills in their jobs (US government, policy organizations like Brookings, higher education, and business). 80% of Graduate FLAS recipients use SEA languages in their jobs. In the last 4 years, at least 5 SEAS PhDs were hired in higher ed, including Harvard, Stanford, and the University of Chicago. From that same period, CSEAS MAs found jobs at a firm for risk management, the National Bureau of Asian Research, the Library of Congress; 3 CSEAS MAs are now active in the US military.

As a further indicator of UM's contribution to producing SEA-specialists, the AY16-17 enrollments in courses with 25% or greater SEA content show 3,608 undergraduates (263 in humanities courses, 2,823 in social sciences, and 522 in professional) and 600 graduate students (33 in humanities, 119 in social sciences, 448 in professional).

C7. Fellowships Address National Needs (FLAS): CSEAS offers languages listed as national priorities for these agencies: Agency for International Development, Department of Defense, Department of Energy, and Peace Corps. 100% of our fellowships went toward priority languages, and all area degrees are approved for the military's foreign area training.

D. Commitment to the Subject Area

D1.a. Support for CSEAS/SEA Program Operations: UM support is shown through infrastructure and administrative funding. CSEAS has its own office and cubicle and has access to 4 shared workstudy cubicles with computers. We have 3 computers and access to shared laptops. CSEAS relocated with the II to Weiser Hall, which had a \$49 million renovation in 2017 and provides the II with 7000 more square feet than it previously had. CSEAS has access to 4 rooms for teaching/events and a top floor space for signature lectures and symposia. Rooms have AV equipment for streaming and video-conferencing and is staffed by LSA technicians.

UM funding for CSEAS includes .25 FTE director salary and salary for a lecturer to cover 1 of her home department courses, 50% 1.0 FTE CSEAS program administrator, 20% 1.0 FTE cluster manager, 20% 1.0 FTE academic services coordinator, and 20% 1.0 FTE administrative support. The II provides a marketing team, student advising and career services, human resources professionals, and a finance and accounting unit. Instructional Support Services provides IT staff. UM's Development offices help grow the CSEAS funding base (see Table 6).

D1.b. Teaching: UM funds the salaries of 68 CSEAS affiliated faculty (47 tenured or tenure-track, partial salaries of 2 language faculty), and 29 of those have SEAS as a primary focus. Their annual SEA-allocated salary cost is around \$4,441,292 (with fringes). In the 80s, UM demonstrated its long-term commitment to area studies through Foreign Area Studies Advisory Committee (FASAC) positions. These positions ensure the presence of area studies faculty in social science departments and may not be reassigned without agreement from the II. Three FASAC positions are SEAS. In 2017 UM hired 2 SEA-focused faculty: a tenure-track Chair in Thai Buddhist Studies (100% SEA) and a tenured one in Political Science (50% SEA). In the last 4 years, UM tenured 4 SEA specialists and brought on 2 SEA-focused postdoctoral fellows. UM supplied 50% of the salary for 2 lecturers for SEAS 501.

| Table 6. U-M Estimated Institutional Support for SEA Studies 2016-17 | | | | Total |
|--|-------------|-------------|-------------------|--------------------|
| Personnel | | | | \$4,796,831 |
| Teaching Staff | Salary | Benefits | Salary + Benefits | |
| Faculty (% SEA for 68 affiliates) | \$3,203,544 | \$993,098 | \$4,196,642 | |
| Language Lecturers 2.0 FTE | 81,792 | \$32,082 | \$113,874 | |
| Subtotal | \$3,285,336 | \$1,025,180 | \$4,310,516 | |
| Professional and Support Staff | | | | |
| SEA and II Direct Support | \$135,941 | 42,000 | \$177,941 | |
| ALC | \$16,822 | \$11,090 | \$27,912 | |
| SEA Asia Library | \$183,409 | \$53,637 | \$237,046 | |
| Language Resource Center | \$934 | \$290 | \$1,224 | |
| UM Museum of Art | \$11,400 | \$3,534 | \$14,934 | |
| Museum of Archaeological Anthropology | \$20,808 | \$6,450 | \$27,258 | |
| Subtotal | \$369,314 | 117,001 | \$486,315 | |
| Student Support | | | | \$2,422,507 |
| FLAS Fellowship Supplement (tuition & health insurance) | | | \$143,692 | |
| Graduate Fellowships | | | \$1,961,358 | |
| Graduate Student Instructor Tuition Waiver | | | \$341,901 | |
| Graduate Research Grants | | | \$92,310 | |
| Conference Travel Support | | | \$26,938 | |
| Program Operation | | | | \$55,088 |
| Southeast Asia Center | | | \$46,728 | |
| International Institute | | | \$6,050 | |
| Language Resource Center | | | \$2,310 | |
| Other Support | | | | \$90,574 |
| Southeast Asia Library Acquisitions | | | \$89,000 | |
| Travel for Programs | | | \$1,368 | |
| Institutional Memberships | | | \$206 | |
| Grand Total | | | | \$7,365,000 |
| External funding: Faculty Research Awards | | | | \$685,552 |

D1.c. Library: UM provides \$326,046 per year for the SEA library (see E. Strength of Library.)

D1.d. Linkages with Institutions Abroad: The center and its faculty maintain numerous linkages with SEA institutions involving agreements, exchanges, joint conferences, and research. Recent connections were made between faculty in Public Health and Prince of Songkla University and Mae Fah Luang University in Thailand, and Dharmais Cancer Center in Jakarta. CSEAS administrator Alison Rivett conducted a site evaluation for the Stamps School of Art and Design study program and met with faculty at Chiang Mai University. CSEAS faculty affiliate Mike

McGovern travelled to Burma in AY17-18 and met with faculty there. Two Nursing faculty met with faculty at Mahidol University in Bangkok to establish program exchange projects. Various departments fund institutional collaborations; e.g. Nursing and Public Health have long connections with Thailand, and their students travel there annually. The business school is formally connected with 2 universities in Singapore, and UM's Center for Global and Intercultural Studies (CGIS) has agreements for 6 SEA study abroad programs. CSEAS hosted many visitors from SEA institutions in the past 4 years, including Indonesian government ministers in Winter 2018. CSEAS has linkages with the UM Alumni Associations of Indonesia, Singapore, Malaysia, and Thailand (around 2,500 alumni).

D1.e. Outreach: Last year UM units gave over \$60,000 of co-sponsorship toward CSEAS outreach as well as facilities and indirect support. CSEAS faculty contribute to outreach and are responsive to media, business, non-profit, and other professional organizations (see p. 42).

D1.f. Financial Support for Students: Graduate student support is given by UM and departments through fellowships and TAs that cover full tuition (out-of-state rates are \$45,156 per year), a stipend, and benefits. Undergraduates may use UM financial aid, including for study abroad. SEAS students have access to the funding listed above with the addition of department tuition matches for FLAS. There are substantial UM resources for student research and travel in SEA, (e.g. CGIS study-abroad organizes trips and gives grants). CSEAS does annual fund-raising for student support (e.g. language scholarships, conference travel), and UM provides endowment matches for student support and study abroad. In AY2017-18, Rackham Graduate School gave 104 awards to SEAS graduate students, including merit fellowships, conference travel, and research grants; the II gave out \$13,900 in research and conference travel awards (see Table 6). Total UM support in AY2017-18 for SEAS graduate students, excluding funds from CSEAS/II, equaled \$2,554,299, including health insurance. SEAS undergraduates are eligible for language

scholarships, need-based financial aid, and all funding available to any undergraduate. The II provides staff for Fulbright-Hays and other external fellowships and to support competitive fellowships for internships and research abroad.

| Table 7. Support for SEA students 2016-2017 | | |
|--|---------------|--------------------|
| Unit & Type of Support | No. of Awards | Amount |
| FLAS Supplement (Grad tuition & insurance supplement) | 5 | \$143,692 |
| Rackham School of Graduate Studies: Merit Fellowships (35), Tuition supplement for external fellowships (3), International Research Award (7), Conference travel grants (23), Graduate student research grants (10), Emergency Grants (2), Block grants to graduate programs (24) | 104 | \$842,167 |
| International Institute: Summer Research Fellowships (5), Conference Travel support (3) | 8 | \$13,900 |
| CSEAS: Graduate student fellowships from Center funds (15), and Undergraduate scholarships (4) | 19 | \$113,475 |
| Graduate Departments & Programs: Graduate fellowships (116), Tuition waiver & health insurance for Teaching Assistants (12), Conference Travel grants (1), Research Support grants (11), Summer Fellowships (52) | 192 | \$1,568,440 |
| Total | 328 | \$2,681,674 |

E. Strength of Library

SEA holdings at UM are one of the world's premiere collections, reflecting the stewardship of Susan Go, the longest working SEA librarian in the US. We are the 2nd largest US library by volumes and even larger overall when including special collections and archaeological artifacts.

E1. Holdings: The UM Library (UML) Southeast Asia Division (SEAD) began its collection in 1898 and was enhanced by the Worcester Philippine collection in 1914. SEA Collections include Gedney Thai Language and Thierry SEA Art collection; Steinberg, Onorato, Larkin, Hart and Netzorg (Philippines); Sai Saimong (Burma); and periodicals from across the region. Special collections include Spanish missionary papers, memoirs of US educators in the Philippines and US soldiers in Vietnam, publications from SEA revolutionary movements and other rare manuscripts, and microfilms of the manuscripts of the royal libraries of Surakarta. The Museum of Anthropological Archaeology has Batak texts, zoological, and ceramic

collections from the Philippines (Bartlett, Guthe, Steere, Williams, and Worcester collections). Extensive Indonesian publications are supplied by the Library of Congress program and augmented by donations. Publications from Malaysia, Laos, Brunei, Timor Leste, and Cambodia are well represented, and these are in SEA languages.

The Graduate Library has over 322,000 SEA titles in Western languages in print and electronic format. Material in SEA languages number 271,227 titles, including print, serial, microforms, and multi-media works (at Askwith Library). In the last 4 years, SEAD collected some 23,698 titles. SEAD is microfilming old Philippine newspaper collections with a Southeast Asia Microfilming Project grant. SEA Digital Collections include *Southeast Asia Art Foundation*, *Images from Indonesia*, *The United States and its Territories*, and others. Recently, SEAD collected several old accordion manuscripts from Burma, Thailand and Indonesia.

E1.a. Financial Support: The annual SEAD personnel budget is \$169,409 (1.0 FTE salary of the SEA Librarian, 1.0 FTE Thailand assistant and a half-time Vietnam assistant). UML provides \$14,000 for student assistants. Staff budget with benefits totals \$237,046. The budget for SEA language material is \$89,000. The total expenditure for salaries and acquisitions is \$326,046.

E1.b. Other Research Materials for Students; UM Material Available to Others: UML's electronic holdings include Proquest, JSTOR, Press Display, Project Muse, Cambridge, and more, most with substantial SEA content. UML was a Hathi Trust founding member, an electronic database of scanned texts unrestricted by copyright and accessible online. SEAD purchases electronic resources for SEA newspapers, serials, and e-books through EBSCO, COUTTS, Harrasowitz, and databases in Myanmar and the Philippines. Soon, SEAS will add the Gramedia serials database (Indonesia), the Newspaper Project from the Wason Collection, and PERIND (Singapore). UML uses Interlibrary Loan to access libraries worldwide. For physical materials, UM has access to the Big Ten Academic Alliance Libraries and borrowing

privileges at other institutions (notably the Michigan Research Libraries Triangle, which includes Michigan State and Wayne State universities).

Cooperative arrangements with other SEA collections are made through the Committee on Research Materials on SEA (CORMOSEA), where Susan Go serves as Collections Department Officer of the SEA Microform Project. This archiving project at the National Library in Ha Noi captures early 20th century vernacular sources. SEAD has consortia agreements with the University of Hawaii for Indonesian posters; UC Berkeley for overseas Chinese materials on SEA; CORMOSEA to access Indonesian newspapers; the Cebuano Center of the University of San Carlos to digitize photos and print collections; and the Genealogical Society to preserve and digitize records of the Philippine Culion Leper Colony, among other projects.

As an institutional member of the Center for Research Libraries consortium, UM has access to all its resources and in turn makes these available to UM students and the public. The MI Research Libraries Triangle gives Michigan State and Wayne State access to UM's holdings. With help from Google, nearly all UML collections were scanned and put online through Michigan Library Network, Google Scholar, Amazon, and the Hathi Trust database. With an NEH grant, UML produced a publicly accessible website of the digitized Worcester Philippines collection. Other MLibrary databases publicly available online include the *Asian Art Archives*, *Everyday Life in Thailand*, and the *Southeast Asia Art Symposium*. SEAD provides an online Library Guide with extensive links to national and international SEA research related web pages. The public is welcome at UML. Anyone may request access to library facilities to use general stack collections and access electronic resources on a library computer. CSEAS offers a grant that gives a scholar from SEA the opportunity to spend 1 month using the UML and

Special Collections relevant to SEA and will increase this to 3 months. CSEAS hosted six SEA scholars in AY2017-18, whose sponsorship totaled \$22,580. US scholars who want to create or improve a course in their home institutions can apply for our domestic grant. We also give access to local scholars outside UM with an affiliated scholar designation. In addition, faculty, staff, and students at nearby Eastern Michigan University (an eligible MSI) have access to all UML collections (*NRC CPI*). K-12 teachers and community college faculty who participate in our teaching fellows programs, the UPR Collaboration, and WHaLI will also get library privileges and training with Susan Go (*NRC AP2, CPI and CP2*).

F. Quality of the Center's Non-Language Instructional Program

F1. SEAS Courses: SEA courses at UM are distributed across 22 departments (see Table 8) at all levels. Since 2016 UM has offered 208 non-language SEA courses and our faculty affiliates have a current combined ability to teach 153 SEA-focused courses (see Appendix I). The vast majority are taught by tenured/tenure-track faculty. Students increase the percentage of SEAS in non-SEA courses with research projects and papers and take independent studies on SEA. CSEAS encourages faculty to assist students with this. In the last 4 years, CSEAS offered SEAS 215, SEAS 501, and SEAS 502 annually; special topics courses when able; and SEAS 500 in Year 4. Undergraduates may take SEAS 215, a survey of SEA studies, or PICS 455/SEAS 501, a mixed upper division undergraduate and graduate course with greater depth. CSEAS MA students must take SEAS 501, in which CSEAS faculty guest-lecture about their disciplines for a multidisciplinary, multi-country view of the region. SEAS 502, also required, prepares students for their theses through discussions on research methodology, theoretical framing, and approaches to writing. SEAS 500 is a year-long required colloquium course for all CSEAS MA students in which students network with scholars/professionals outside of the UM campus, attend talks, and organize a conference (in 2018 it had 14 domestic and international speakers

and 30 attendees). Our SEA special topics courses dealt with crime and criminality, maritime trade and piracy, and indigenous Philippine music and dance. To broaden SEA courses, CSEAS funded anthropology and art history faculty to go to Burma and Cambodia for proposed courses in their departments.

F1.a.Variety of course offerings: SEAS encompasses a vast array of courses across departments.

| Table 8. Summary of UM Courses with 25%-100% SEA Content by Discipline | | | | | | | |
|---|---------|-------------------------------------|--|-----------------|---------|------------------|---------|
| Number of Areas Studies Courses | | 137 | Number of 300 Level | | 40 | | |
| Number of Subject Areas | | 46 | Number of 400 Level | | 28 | | |
| Number of 100 Level | | 6 | Number of Higher Division | | 68 | | |
| Number of 200 Level | | 20 | Number of Graduate Courses | | 43 | | |
| Number of Lower Division | | 26 | Number of Area Studies Courses with 100% SEA Content | | 41 | | |
| Total Undergraduate Students | | 3,608 | Total Grad Students | | 600 | | |
| Discipline | Courses | Discipline | Courses | Discipline | Courses | Discipline | Courses |
| Anthropology | 13 | History | 9 | Women's Studies | 1 | Nursing | 3 |
| Asian Languages & Cultures | 21 | Interdisciplinary Studies | 27 | Architecture | 3 | Public Health | 4 |
| Art History | 4 | International & Comparative Studies | 18 | Business | 6 | Public Policy | 2 |
| Communication Studies | 1 | Linguistics | 3 | Engineering | 3 | Social Work | 1 |
| Economics | 1 | Political Science | 7 | Law | 5 | Study Abroad | 13 |
| English Lang & Lit | 2 | Sociology | 3 | Music | 7 | Total 137 | |

F1.b. Courses in Professional Schools: (See Appx. II) SEA courses are available in 8

professional schools: Business, Environment & Sustainability, Law, Nursing, Public Health (SPH), Public Policy, Social Work, and Architecture & Urban Planning. The College of Engineering has added an International Minor with required overseas experience, one option of which is a student organization partnership with OASYS Research Group on flood mitigation in Thailand. SPH has major initiatives in Thailand and CSEAS helped them expand into Indonesia.

CSEAS has worked with SPH on 3 courses tied to students and faculty trips to Thailand, and SPH faculty incorporated material from these trips into their courses. In SPH Dr. Kowit Nambunmee (Mae Fah Luang University, Thailand) taught SEA mini-courses in 2 consecutive years, and Dr. Hutchia Sriplung (Prince of Songkla University, Thailand) taught a course about cancer statistics. CSEAS deepened its connection with Nursing, sponsoring 2 faculty to create a new linkage for their students at Mahidol University (Thailand) to enhance curriculum. CSEAS sponsored 2 SEA-related courses with Nursing and co-sponsored the Nursing Global Institute's *Global Reproductive and Sexual Health*, a supplement to courses held in the summer session.

F2. Interdisciplinary Courses: (See Appx. II) Interdisciplinarity is one of UM's core strengths, reflected in CSEAS courses and its MA program. SEAS 215 and 501 were designed in consultation with the Center for Research on Learning and Teaching (CRLT) to provide an interdisciplinary perspective on SEA. ALC, itself a multidisciplinary department, offers an interdisciplinary undergraduate concentration and minors in SEAS (see Table 10). UM's interdisciplinary International Studies minor offers SEA area specialization (see Table 10). Many SEAS PhD students are enrolled in our highly regarded Interdepartmental Program in Anthropology and History. Additionally, the MBA/MA in SEAS, the MPP/MA in SEAS and SEAS Graduate Certificate are multidisciplinary. MA students also craft individualized dual degrees combining SEAS with Law, Public Health, Social Work, and others. Overall, our faculty teach many SEA interdisciplinary courses, with 55 cross-listed courses in our recent class offerings (see Appendix II).

Graduate students can form a course through the Rackham Interdisciplinary Workshop to fulfill sub-specialties needs and receive UM funding for speakers and materials. SEA-related topics in AY2017-18 included Critical Ethnic and Asian Pacific Islander American Studies,

Migration and Displacement, New Work in Buddhist Studies, Transnational Contemporary Literature, Translational Comics Studies, and Transnational Gender and Sexuality Studies.

F3. Teaching Faculty: CSEAS has a core group of 29 faculty (10 are SEAS 50% time, 4 are 75%, 15 are 100%) plus 3 active emeriti, and has worked to build a large network of 36 other faculty affiliates with limited SEAS but who give access to their departments. We have 64 non-language faculty who teach SEA-related courses or do SEA research. Of these, 35 are tenured, 13 are tenure-track, 10 are lecturers or hold clinical appointments, and 8 are retired but still researching or teaching. They belong to 11 liberal arts departments and 10 professional schools with the latter increasing in the past 4 years through our efforts. Last year UM filled a tenure-track position in ALC for SEA Buddhism and another tenured position in Political Science with an Indonesia specialist.

F3.a. Pedagogy training: UM teaching assistants, who work under the supervision of a faculty member and never serve as primary course instructors, must take at least 20 hours of pedagogical training, including a seminar at UM's CRLT and a 1-credit workshop at UM's Sweetland Writing Center. Most units require a 1-credit course on classroom teaching. Prior to the term, CRLT offers 2 orientation sessions on the logistical aspects a college course and pedagogical styles, and during the year hosts pedagogy sessions, including active learning, inclusive teaching, using technology to monitor student understanding, and developing a teaching philosophy. The English Language Institute works with CRLT to offer additional training, including pronunciation, communication skills, and effective strategies.

F4. Depth of Course Coverage: Our greatest depth of coverage is in the Program in International and Comparative Studies (PICS) (27 courses), ALC (21), Anthropology (13), and Music/Musicology (7) (see Table 8). We have 8 active (non-emeritus) faculty in Anthropology,

6 in Public Health, 5 each in ALC and in Business, and several departments have 2-3 active faculty who regularly offer courses with SEA content. Our undergraduate courses encourage in-depth study of the region; a sample track begins with our “survey” SEAS 215 course, followed by Governments and Politics of SEA, and then pre-modern or modern SEA history courses. After, there are more specialized courses, including upper division SEA courses, independent studies, and research opportunities with CSEAS faculty. Similarly, the graduate program offers introductory-level and specialized courses to enhance depth of knowledge. As an example of deepening content in existing SEA courses, CSEAS funded ALC and History faculty member Deirdre de la Cruz to find materials in the Philippines to enrich her current courses.

G. Quality of the Center’s Language Instructional Program

G1. Extent of Instruction: ALC offers 4 languages each term: Filipino, Indonesian, Thai, and Vietnamese (*FLAS CP2*). We have faculty strength to offer Javanese in response to student demand and Burmese long distance. For SPH and Nursing, we developed mini-courses in Thai, as our semester offerings do not fit their required course schedules. While not ideal, it allowed them to learn some language before traveling. For other SEA languages, UM shares in distance courses through the Big Ten Academic Alliance, for which UM gives financial and staff support. We prioritize undergraduate enrollments, no small feat in a university that offers dozens of languages (see Table 9 for 2016-17 enrollments). We market language courses to incoming freshmen and students taking SEA courses; raise awareness of study abroad/internship options to build a constituency; work with professional schools that do research in SEA to create new undergraduate courses. CSEAS offers donor-funded scholarships to attract students to first-year SEA languages, and gave 30 scholarships between 2014-2018, targeting 1st-year students (early adopters often finish a 2nd year to fulfill department requirements). FLAS awards have been an

effective complement to our scholarships in recruitment. We have seen the most obvious success in Filipino, which easily exceeds minimum enrollment requirements each year, and Vietnamese, which saw unprecedented full enrollment with a waiting list in Fall 2017.

| Table 9. Enrollments in SEA Languages AY 2016-2017 | | | | | | |
|---|----------------|--------|--------|------------|------|-------|
| Language | Language Level | | | All Levels | | Total |
| | Year 1 | Year 2 | Year 3 | Undergrad | Grad | |
| Filipino | 18 | 20 | 5 | 39 | 4 | 43 |
| Indonesian | 8 | 5 | 4 | 7 | 10 | 17 |
| Thai | 9 | 8 | 3 | 13 | 7 | 20 |
| Vietnamese | 20 | 15 | 4 | 37 | 2 | 39 |
| Total | 55 | 48 | 16 | 96 | 23 | 119 |

Our students also pursue SEA languages during summer off campus. In 2014-2018, 6 UM students attended SEASSI, and 10 attended language programs abroad. Students who cannot travel from MI can do distance learning with another university. Language instruction is complemented by monthly language tables in Thai and Vietnamese, film screenings in Thai and Vietnamese, and events like Vietnamese Cooking and Vietnam Poetry Reading.

G2. Extent of Language Levels: Every term our 4 languages are offered at elementary, intermediate, and advanced levels. For advanced students, language faculty regularly teach 4th, 5th, and even 6th-year. Several non-language faculty hold independent studies of advanced reading materials (e.g., N. Florida holds reading courses in Indonesian and Javanese). Students in the Translation Studies minor in Comparative Literature often study abroad, attain 15 credits of courses and language fluency, and complete a capstone translation project (See Table 10).

G2.a. SEA Languages Outside of Language/Literature: In 2017 we instituted a 6-week Thai course for Nursing tailored for students traveling to Thailand. This course developed from Thai and Indonesian language workshops we held annually for Nursing and SPH students. In addition, faculty members Keane (Anthropology), Hicken (Political Science), and de la Cruz

(History and ALC) have offered directed readings for students in SEA vernaculars. SEAS students of any department use SEA language in their class work and research and are expected to do so for MA theses and PhD dissertations (both accompanied by credit-bearing courses). Our SEA Librarian (Go) assists students in obtaining research materials in SEA languages.

G3. Number of Language Faculty: We have 4 highly qualified native speaker instructors (Agustini, Bunmee, Fulgencio, Nguyen), one of whom (Agustini) also serves as Department Coordinator of the SEA Language Program. All our lecturers have multi-year renewable contracts governed by agreement with the Lecturer Employees Organization. Quality and commitment are ensured by a major review before each contract renewal. Complementing the full-time instructors, all the languages courses benefit annually from Fulbright Foreign Language Teaching Assistants from each country. Four tenured faculty members in ALC, Anthropology, and Political Science teach independent studies using SEA languages.

G3.a. Pedagogy Training: Our instructors have substantial pedagogy training pedagogy through their degrees, specialized training programs (e.g. American Council on the Teaching of Foreign Languages [ACTFL], National Council of Less Commonly Taught Languages, and Consortium of Teachers of SEA Languages workshops), professional development workshops within the department (led by language coordinator Agustini, whose MA is in language pedagogy), and through the Language Resource Center (LRC) (see G4.a.). The strong training of our instructors is seen in their professional histories and accomplishments (see Appx. I). UM has many sources of funds for professional development for language faculty. They work with the LRC and CRLT to enhance instructional and technology skills, and most have received grants for curriculum development, including workshops abroad (e.g. from ALC, CGIS, and the II's Experiential Learning Fund [ELF]). In addition, Agustini is active in textbook preparation, and Nguyen frequently presents at professional conferences.

CSEAS has provided funding and organized ACTFL training for all 4 language lecturers, who are currently working on OPI certification. Through a Luce grant, CSEAS collaborated with other universities to hold an ACTFL workshop at UM in April 2018 to professionalize SEA language teaching nationally. 27 instructors attended the 2-day training and are currently working on shareable curriculum. We support our language lecturers not only by supplementing their professional development funding, but also by encouraging their scholarship and professional networking by providing staff time for their professional endeavors.

G4. Performance-Based Instruction: All our instructors have participated in performance-based training activities and implement these strategies in the classroom. Socio-cultural orientation is emphasized, and materials stress active manipulation of a practical vocabulary in guided dialogues simulating common contexts and unguided classroom conversations on a relevant topic of daily life. Advanced courses include substantial readings in journalistic, literary and scholarly genres that students must comment on in the language. Students are also encouraged or given credit for participating in language tables. As a result, our students and graduates can operate effectively in interactive field positions requiring local language use, in some cases after only intermediate-level instruction, and our PhD students can competently conduct field research in indigenous languages after only 3 or 4 years of instruction with our high quality faculty and our support for instruction and travel.

G4.a. Resources for Teaching and Practice: The LRC is an asset for students and faculty with an annual budget of \$811,449 (staff and operations) and includes resources for SEA languages. The LRC has a library of language study materials and facilitates conversation between language learners and native speakers. The LRC regularly hosts programs to assist instructors in integrating technology into their courses, foster dialogue around current learning and teaching issues facing the profession, and supports instructors in finding the financial resources from other

UM departments to support their language course development. UM invests aggressively in its ability to improve distance-learning for Less Commonly Taught Languages (LCTLs), such as those offered through the Big Ten Academic Alliance CourseShare program. In 2016-17, Instructional Support Services (ISS) added 3 new mobile videoconferencing systems and additional support staff. ISS also added in 2017 a dedicated technical support position to support the classes and events in Weiser Hall. Ensuring that distance-learning courses have the same robust learning objectives as other UM courses is an area of emphasis in the lead-up to UM's upcoming reaccreditation process in 2020.

G4.b. Proficiency Requirements: Our language instructors have been trained with ACTFL standard OPI (Oral Proficiency Interview) and 3 modes of communication for teaching and assessing student performance. They all collaborate with COTSEAL to develop teaching material on Content-Based Instruction or Project-Based Language Learning. Our language faculty perform oral proficiency interviews and test aural comprehension and oral performance daily, with formal biweekly testing at the beginning and intermediate levels. Courses are designed to develop students' proficiency in listening, speaking, reading, and writing. Language faculty design their courses so that a significant amount of realia – films, songs, newspaper articles – are incorporated, giving students a better sense of language usage (e.g. students worked translated health clinic materials for informational pamphlets into Vietnamese for the local community). Faculty strive to create a no-English-allowed classroom. Advancement to the next level of language requires successful completion of exams and other course requirements or a high placement exam score. Our students' high acceptance rate in advanced language programs and their professional language use is a testament to the high quality of our language program.

H. Quality of Curriculum Design

H1. SEAS for Undergraduates: SEAS undergraduates are mostly in which offers an interdisciplinary Asian Studies (AS) major and 2 minors. The SEA programs with languages are the SEAS major and the SEA Languages minor w/ advanced language. PICS ualso has SEAS undergraduates in its International Studies (IS) major/minor and tracks in International Security, Norms and Cooperation; Global Environment and Health; Political Economy and Development; and Comparative Culture and Identity (See requirements in Table 10).

Other departments support SEAS as minors. The College of Engineering International Minor requires regional coursework, language, and an internship abroad and has become their most popular minor. Public Policy has an undergraduate interdisciplinary major in international policy. Art & Design has an international experience requirement, and CSEAS is promoting SEA travel to their students. Additionally, SEA is a prominent region for the interdisciplinary, cross-regional Minor in Islamic Studies. All the minors above are open to all UM students.

H1.a. Undergraduate Requirements: Requirements differ for each major/minor. Table 10 shows the requirements for ALC and PICS as an example.

H2. Advising: UM provides individualized academic and career advising to students. For example, PICS and ALC have department advisers for SEA-interested students. UM's Career Center advises on career tracks, internships, and job searches. CSEAS faculty serve as CSEAS MA thesis advisers and undergraduate honors thesis advisers. The CSEAS director advises all CSEAS MA and grad certificate students throughout their programs, and students receive course and funding advising from an II-CSEAS Student Services staff person. In the last 4 years the II organized 28 career events for roughly 400 students. Events have included careers at the US

Department of State and internships in Washington DC (*NRC API*). The II hosted student meetings with a former Foreign Area Officer in Indonesia, overseas corporate leaders, and a DC

| Table 10. Undergraduate Degree Programs and Requirements | | |
|---|---|--|
| Majors | | |
| | Asian Studies BA | International & Comparative Studies BA |
| Language Requirement | Fourth term proficiency in an Asian language appropriate to sub-concentration | Sixth term proficiency |
| Required Courses | ASIAN 235 Intro to the Study of Asian Cultures | INTLSTD 301, Topics in Intl. Studies, |
| | ASIAN 381: Junior/Senior Research Seminar | INTLSTD 401, Intl. Studies Advanced Seminar |
| Sub-major requirements | 15 credits in Southeast Asian Studies | 12 credits related to one of these sub-plans: Security, Norms, & Cooperation; Political Economy & Development, Comparative Culture & Identity; Global Environment & Health |
| Other requirements | Cognates (6 cred.) outside ALC related to the sub-major | Research Methods Course (3 cred) |
| | Breadth (6 cred.) courses outside of one's sub-major/ trans-regional courses | Regional Course related to the foreign language studied |
| | | Electives (9 cred.) chosen with advisor |
| Total Credits | 30 credits excluding language | 34 credits excluding language |

| Minors | | | |
|-----------------------------------|-----------------|---------------------------------|--|
| | Minimum Credits | Language Requirement | Required Courses |
| Asian Studies | 15 | None | At least 3 courses in Asian Studies focused on a single region |
| Asian Languages & Cultures | 15 | 2 courses at 300- or 400- level | 2 courses on Asian culture related to the language studied |
| International Studies | 18 | Sixth-term proficiency | Intl. Studies Advanced Seminar; 3 course focused on a single region; 3 courses focused on a single theme |
| Translation Studies | 15 | One upper-level language course | Capstone translation project; 2 upper-level courses with translation as a central component; COMPLIT 200, Translation Across Disciplines or 322, Translating World Literatures |
| International Minor for Engineers | 16 | Fourth-term proficiency | 6 cred language; 2 courses focused on non-US cultures; 1 comparative perspectives course; Intl. Engineering Seminar; 6 weeks of relevant overseas experience |

think tank person. Also, the Overseas Opportunities Office offers workshops on international careers, while the International Center holds career fairs and provides advice.

H3. SEAS for Graduate Students: Currently, there are 50 SEAS students in graduate programs in 14 departments and 9 professional schools. The CSEAS MA program will move under a 36-credit MA in MIRS keeping its area studies track (see Program Planning, p. 7). CSEAS course requirements will be augmented with seminars on research methods, thesis writing, and executing a capstone project. Dual-degrees with the CSEAS MA that will continue with MIRS include an MA/MBA, a Public Policy MA, and student-initiated dual degrees (Law, Environment & Sustainability, Public Health, and Social Work). All other graduate students can earn a CSEAS Graduate Certificate.

H3.a. Graduate Student Requirements: Requirements differ for graduate programs (see Table 11). CSEAS MA students must take SEAS 501 and SEAS 502. The latter prepares students for their thesis, which will continue in MIRS but will consist of 2 separate courses -- one for thesis writing and another for a capstone project. This augments our offerings, since we have not offered a capstone project in the past. SEAS 500 is a 1-credit colloquium required for MA students both semesters. (See p. 5).

H3.b. Variety of Disciplines: SEAS at UM has an active presence in the above disciplines plus anthropology, art history, environment, history, law, musicology, nursing, political science, public policy, and social work, among others (see Table 8). In addition, more SEAS students and faculty are undertaking comparative cross-area studies on themes such as gender, ethnicity, labor, religion, violence, urbanization, democratization, economic development, health, and the environment.

| Table 11: SEAS Graduate Degree Program Requirements | | | |
|--|--|--|---|
| Program | Credit Hours | Language Proficiency | Requirements |
| PhD in Asian Languages & Cultures | 36 | •High level of proficiency in primary Asian language (classical and/or modern) | <ul style="list-style-type: none"> •36 credits of graduate courses chosen with an advisor •Fourth term review essay •Preliminary examination: written exams in two fields followed by oral exam •Dissertation prospectus & prospectus presentation •Dissertation & oral dissertation defense |
| MA in Southeast Asian Studies | 25 | • Intermediate level of proficiency in a Southeast Asian language | <ul style="list-style-type: none"> •SEAS 501: Introduction to Southeast Asian Studies •SEAS 502: Southeast Asian Studies Research Prospectus •Core courses: at least 25 graduate credits of coursework selected from courses offered in the Southeast Asian Studies program •Distribution: 3 disciplines •Master's research thesis |
| Graduate Certificate in Southeast Asian Studies | 15 | •Basic level of proficiency in a Southeast Asian language | <ul style="list-style-type: none"> •SEAS 501: Introduction to Southeast Asian Studies •Electives: 4 graduate courses in at least 3 departments or schools including student's home department and SEAS |
| MA/MPP Southeast Asian Studies & Public Policy | 24 MA 36 MPP | •Intermediate level of proficiency in a Southeast Asian language | <ul style="list-style-type: none"> •All MA requirements in Southeast Asian Studies •Southeast Asia research thesis •PubPol 638: Integrated Policy Exercise •10-week summer internship in a policyrelated position |
| MA/MBA Southeast Asian Studies & Business | 24 MA 45 MBA | •Intermediate level of proficiency in a Southeast Asian language | <ul style="list-style-type: none"> •All MA requirements in Southeast Asian Studies •Research thesis •30 credits of MBA core courses, including Multidisciplinary Action Project (MAP) •15 credits of MBA elective course •MBA communication requirement |
| Student-Initiated Dual Degree Programs | Individualized dual and combined degree programs can be pursued between Southeast Asian Studies and other departments, programs, or schools at the university. | | |

H4. Research and Study Abroad: SEA study abroad has grown dramatically. Undergraduates can choose UM semester-abroad options or summer programs in Cambodia, Indonesia, Philippines, Singapore, Thailand and Vietnam. Between 2014-18, CSEAS awarded \$83,877 in Thai Studies Endowment funds to 4 undergraduates and 35 graduate students for summer

research or internships. Professional schools, particularly, have robust numbers of students going abroad. Faculty Affiliate Nick Rine (Law) brought students to Cambodia annually, and Nursing and Public Health have annual programs in Thailand and Indonesia.

| Table 12. UM Students Travel to SEA by Country and Activity 2014-2017 | | | | | | | | | | |
|--|---------------------------|--------------------------------|-------|---------------------------|--------------------------------|-------|---------------------------|--------------------------------|-------|-------|
| | Fall 2014-Summer 2015 | | | Fall 2015-Summer 2016 | | | Fall 2016-Summer 2017 | | | Total |
| Country | Co-Curricular Activities* | Activities for Academic Credit | Total | Co-Curricular Activities* | Activities for Academic Credit | Total | Co-Curricular Activities* | Activities for Academic Credit | Total | |
| Cambodia | 5 | 1 | 6 | 5 | 4 | 9 | 4 | 6 | 10 | 25 |
| East Timor | | 2 | 2 | | 1 | 1 | | 1 | 1 | 4 |
| Indonesia | 7 | 10 | 17 | 6 | 25 | 31 | 15 | 12 | 27 | 75 |
| Laos | 1 | | 1 | 2 | 1 | 3 | | | | 4 |
| Malaysia | 14 | 2 | 16 | 6 | | 6 | 3 | 2 | 5 | 27 |
| Burma | 2 | 14 | 16 | 1 | 1 | 2 | | 6 | 6 | 23 |
| Philippines | 4 | 9 | 13 | 8 | 15 | 23 | 13 | 5 | 18 | 54 |
| Singapore | 12 | 71 | 83 | 7 | 62 | 69 | 14 | 68 | 82 | 234 |
| Thailand | 12 | 54 | 66 | 10 | 32 | 42 | 18 | 28 | 46 | 154 |
| Vietnam | 6 | 14 | 20 | 11 | 13 | 24 | 8 | 35 | 43 | 87 |
| Total | | | 240 | | | 210 | | | 238 | 688 |

*Co-curricular activities are not-for-credit study tours, conference travel, and volunteering or internship

The LSA Opportunity Hub provides advising to students seeking professional opportunities abroad, including internships and jobs. It lists 3 programs in Cambodia and 1 in Vietnam. CGIS has over 120 student programs in around 40 countries with need-based scholarships for student travel. The Business School has internships with the National University of Singapore, an MBA semester exchange with Nanyang Technological University (Singapore), and Multidisciplinary Action Programs that in the past 4 years have sent students to Google in Thailand and to Vietnam Partners LLC.

H4.a. Access to Institutions' Study Abroad and Summer Language Study: Summer FLAS

Fellows regularly attend language programs abroad, such as the Consortium for the Teaching of Indonesian in Indonesia, Payap University in Thailand, and at other US institutions, like the

Southeast Asian Summer Studies Institute (see p. 24). UM Student services advise students on academic year and summer language study, including the Fulbright program and other options.

I. Outreach Activities

IIa. Elementary and Secondary Schools: CSEAS is actively involved with K-12 outreach, emphasizing capacity building and training teachers. The larger projects are listed below.

Additionally, CSEAS faculty present at K-12 schools (see Table 3).

- *World History and Literature Initiative: (NRC AP1, AP2, CP2)*: Launched in 2009, WHaLI serves as a strategic response to a critical need created when Michigan's legislature added a year of World History and Geography to high school graduation requirements. The new mandate on global, trans-regional, and comparative study within and across historical eras immediately created a demand for professional and curricular development in world history. WHaLI brings in a diverse group of speakers, provides content and resources, and teaches pedagogical approaches. In 15 workshops over 11 years, we have helped over 500 Michigan K-12 teachers improve their world history teaching. In evaluations of the past grant cycle, 90% of participants claim they will use workshop concepts and materials, and many say they will share resources with colleagues. (See Program Planning for expansion, p. 14).

- *UM-University of Puerto Rico Partnership and Symposium: (NRC AP1, AP2, CP1, CP2)* The collaboration between UM and the University of Puerto Rico (UPR is a major public research university) has been a primary partnership of the 5 II NRCs with UPR since 2014 to increase language, area, and international studies foci in the curriculum of MSIs and for K-16 educators. In this partnership with the UPR Colleges of Education, Humanities, and Social Sciences, we bring faculty and advanced grad students from various academic backgrounds to present area studies research and materials for use in classrooms (see A. Project Planning, p. 2). UPR trains thousands of teachers who go onto K-12 public and private schools in Puerto Rico. The

Collaborative Curriculum Development Symposia have such themes as *Negotiating Gender, Race, and Ethnicity in a New Global Age; Rethinking Violence and Area Studies in the 21st Century Classroom*; and *Citizenship and Identity in the Classroom* (all live-streamed internationally). Instructional materials were uploaded to an open access UM-UPR website (English and Spanish). (See Program Planning for expansion, p. 3).

- *World Music Course for K- 12 Music Educators: (NRC AP1, AP2, CP2)* UM NRCs collaborated with the UM Department of Music Education to offer a world music course to add area studies to K-12 music curricula. The National Association of Schools of Music recommends world music in all higher ed curricula, and this applies to K-12 grades also. Our course required teachers to produce age-appropriate lesson plans related to their schools, so that they could be implemented as soon as the following academic year. World music lessons offer an effective mode for introducing students to peoples and cultures using songs, rhythms, lyrics, and ideas encapsulated by foreign terms and concepts. With interest piqued, students may pursue global studies in different forms, including language. Music is an excellent avenue to introduce students to regions of the world and set them up for a lifetime of global awareness.
- *Sending K-12 Teachers to SEA: (NRC AP2)* We gave travel subventions worth \$5000 total to four K-12 teachers in the Global Exploration for Educators Organization travel to SEA program. Teachers showed the intention of adding SEA content to lesson plans.

I1.b. Postsecondary Institutions: CSEAS has strong linkages with postsecondary schools through UM faculty initiatives and collaborative projects. There are too many lectures and outreach activities our individual faculty have engaged in at other universities to list. Below are long-term collaborative projects CSEAS engages in.

- *Midwest Institute for International/Intercultural Education (MIIIE): (NRC AP1, AP2, CP1):*

MIIE is a 501(c)(3) consortium of 134 two-year CCs across the US based in Michigan, and 54% of the consortium members are eligible MSIs. In 2014, this consortium opened its membership nationwide, growing the number of MSIs. In the past 4 years CSEAS cosponsored 4 MIIE Summer Institutes, and our faculty participated as speakers. MIIE ensured that participants developed SEA-related curriculum modules. We also co-sponsored a traveling exhibit on flooding in Jakarta and India called *Sinking Cities* that began with a gallery show at UM and will be continuing onto numerous CC campuses through the MIIE network.

- *SEA Scholars to Kalamazoo Valley CC: (NRC CP1)* In the last 2 years, we provided 6 SEA lecturers to KVCC to help internationalize curriculum, including from the Philippines (2), Vietnam (2), Singapore (1), and Brunei (1).

- *UM-UPR Partnership (NRC AP1, AP2, CP1, CP2)* and *WHaLI (NRC AP1, AP2, CP2)* both also involve postsecondary institutions, as they are collaborations with a university (MSI) and with the UM School of Education, and both are expanding to CC teachers this cycle.

- *Professional Schools:* Our investment in professional schools has increased dramatically, particularly in the health fields. CSEAS co-sponsored 2 Public Health symposia for specialists in medicine, public health, and social work from UM and SEA to present on epidemiological concerns. The first symposium on cancer and non-communicable diseases took place at UM and featured 14 speakers, with 8 from Thai institutions. The second, at Dharmais Medical Center in Jakarta, trained local oncologists in best practices of cancer biostatistics. CSEAS also brought SEA professionals to UM for public health conferences on cancer, global health, and e-Waste. We brought 4 speakers total from Thailand for the Nursing Global Institutes in 2016 and 2018.

We continued to co-sponsor ABC at UM and last year welcomed 3 Indonesian visitors (former government minister, alumni association president, and the Chicago Consul General) to speak at the Ross Executive Education on Indonesia Conference.

- *University of Michigan, Flint: (NRC CPI):* CSEAS added 2 faculty affiliates from UM Flint (MSI eligible) and sent an Indonesian dance specialist for a workshop as a pilot collaboration.
- *Other Postsecondary School Outreach Initiatives:* CSEAS offers an Academic Sharing Program and in the past grant cycle sponsored 4 visiting faculty for several days to use UM libraries, special collections, and meet with our faculty to incorporate SEA content into their general courses or develop a new course on SEA.

II.c. Business, Media, and the General Public: CSEAS's outreach to the general public has expanded in the last 4 years. Through our *Noontime Lecture Series*, CSEAS has hosted 37 visitors in the past 4 years who have helped further inform our faculty on current issues and research (*NRC AP2*), while forging new relationships across campus through co-sponsorships. These are open to the public and attracted an average audience of 45 persons (*NRC API*). Last year we piloted a required course for CSEAS MA students that required them to attend and discuss these lectures during the year. This series was augmented by public lectures by our faculty and speakers invited by other UM units with whom we co-sponsored. We recorded lectures, conferences, and roundtables in digital formats, when permission was given, and posted them on our website. Off campus, CSEAS faculty often give lectures on their research at other institutions and belong to myriad professional and academic societies where they give talks on SEA and represent UM. We also reach the public through conferences, symposia, and roundtables. CSEAS provided partial support for student conferences that included the annual ABC, the Malaysian Students Association Conference, and a SEAS interdisciplinary conference organized by UM graduate students. CSEAS collaborated with other UM regional centers on

large symposia, whose thematic topics included islands⁴, endangered heritage, and the future of international justice. We also co-sponsored roundtables and panels on current events, including on Philippine president Duterte, communal violence in Burma, land transactions, and a contemporaneous gallery exhibit of women in war in Vietnam.

CSEAS sponsored a public gathering with the Chicago Philippine Consul General (20 attendees), with the Chair of the Philippine Human Rights Commission (36 attendees), a Vietnamese poetry reading (50 attendees), and a gallery exhibit on flooding in Jakarta (estimated 450 viewers). We showed Thai, Cambodian, and Philippine films (296 viewers), and held book launches and a conference called *Being Muslim: Arts and Expressions*, all open to the public. Arts events like Javanese music and dance, Filipino music and dance, and Vietnamese music were especially popular with the public, attracting 874 audience members. These events provided CSEAS with wide exposure where SEAS and center events can be promoted. Our faculty are regularly available to government, business, NGOs, national councils, media, and the public for consultation or commentary (see Table 3). In addition, CSEAS supports the UM ABC for which our affiliate faculty member Lim served as faculty advisor until her retirement in 2017. ABC has an ASEAN panel and invites prominent SEA speakers for keynotes and panels, including Indonesian Ambassador to the US Sudjadnan and ASEAN Secretary-General Dr. Surin Pitsuwan.

J. FLAS Awardee Selection Procedures

J1.a. Advertising: Marketing of the FLAS competition is aimed to reach all UM students, with a message of inclusion to attract those with financial need (*FLAS CPI*) (see Table 13 below).

J1.b. Application Procedures: Application forms and FAQs are available online. Applicants submit a statement of purpose outlining need for language and area studies (AS) training as it relates to their academic and career goals; application form; 3 letters of recommendation (including one from a language instructor); language self-assessment; college-level transcript(s); and, for graduate-level applicants, standardized test scores (GRE, GMAT, and/or LSAT). Applicants for both graduate and undergraduate FLAS awards will be strongly encouraged to fill out a federal Free Application for Federal Student Aid (FAFSA) and include an expected family contribution (EFC) amount as part of their application to be considered for a preference based on financial need (*FLAS CPI*). FLAS applications are submitted electronically unless the applicant requests and receives advance approval to submit a paper application.

J1.c. Selection Criteria: The selection criteria for undergraduate and graduate FLAS fellowships are found in Table 13 below. Preference will be given to those who demonstrate financial need as determined by EFC if they also have similar credentials based on these criteria (*FLAS CPI*). As required by US/ED, all undergraduate awards will be made for intermediate or advanced study. Lowest priority is given to applicants who already possess language fluency equivalent to educated native speakers and who are applying for dissertation research or writing.

| Table 13: FLAS Fellow Selection Process | | |
|---|---|---|
| | Graduate FLAS | Undergraduate FLAS |
| Languages & Levels | <ul style="list-style-type: none"> 4 SEA languages at 2nd year level & above, with priority to advanced level training (other SEA languages possible) | <ul style="list-style-type: none"> 4 SEA languages at 2nd year level or above |

| | |
|---|---|
| Advertising (September to January) | <ul style="list-style-type: none"> • <i>FLAS website</i> with links from department & professional school admissions & fellowships pages, Rackham fellowships (graduate); LSA scholarships office, financial aid office, study abroad offices • <i>5-7 joint information sessions</i> for all FLAS languages at UM; separate sessions for graduate/professional, undergraduate, &/or student services staff/academic advisors • <i>Direct targeted email messages</i> to students identified by graduate/professional program, major/minor, previous language course enrollment • <i>Social Media announcements</i> coordinated by the International Institute and its constituent centers • <i>Joint information booths</i> for all FLAS languages at relevant university-wide events, e.g., Rackham Graduate Orientation, Festifall, Study Abroad Fair, Int'l Career Fair, Major/Minor Fair, Asian Languages Fair • <i>Special recruitment efforts</i> with professional schools, esp. Business, Engineering, Law, Public Health & Public Policy • Work with <i>language instructors</i> to identify and encourage <i>promising students</i> to apply. • <i>2 Statement of purpose workshops</i> that provide assistance in writing strong proposals • <i>FLAS Coordinator drop in office hours</i> in January for individual advising and questions |
| Application (November to January; deadline January 15) | <ul style="list-style-type: none"> • <i>FLAS website</i> with detailed information on eligibility, fellowship requirements, application instructions & contact for FLAS coordinator for questions & clarifications • <i>Online FLAS application</i> linked from the FLAS website • <i>Required materials</i>: application form, statement of purpose, official transcripts of all postsecondary work, GRE/SAT/ACT scores, two academic letters of recommendation, language evaluation/recommendation, FAFSA |
| Selection Criteria | <ul style="list-style-type: none"> • <i>Academic excellence</i>, based on quantitative & qualitative evidence • <i>Strength/feasibility/appropriateness of proposed plan</i> for the award period • <i>Adequacy of language preparation</i> for proposed plan • <i>Relevance of language & area studies</i> in overall <i>career goals</i> • <i>Overall balance</i> of languages, disciplines, & career interests among selected fellows • <i>Equal access</i> to students from under-represented socioeconomic backgrounds & disciplines • <i>Financial need</i>, based on student's FAFSA expected family contribution (EFC) |
| Financial Need (graduate & undergraduate) | <ul style="list-style-type: none"> • Select pool of qualified candidates based on selection criteria above except financial need • Assign financial need category (high, medium, low, or no need) based on FAFSA EFC; students who do not file FAFSA will be assigned to lowest need category • Cut-off for each category determined annually based in part on cost of attendance (COA) and distribution of EFC in each pool; separate cut-offs for graduate & undergraduate pools • Priority to applicants with higher-need category when all other selection criteria are equal |

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| Selection Committee | <ul style="list-style-type: none"> • Committee composed of faculty representing <i>cross-section of SEA faculty</i> • At least one faculty member in the <i>humanities</i> & one in the <i>social sciences</i> • <i>Professional school faculty</i> included whenever possible • Balance of gender |
|----------------------------|--|

J1.d. Who Selects Fellows: The CSEAS Admissions and Fellowships Committee is appointed by the CSEAS director (2 faculty in addition to the CSEAS Director). Faculty members do not serve in consecutive years (and usually for several years afterwards to promote equity) and aims to reflect a range of country specialties and disciplines from the humanities, social sciences, and professional schools.

J1.e. Schedule of Steps: See Table 13 above for the schedule.

J1.f. How Process Results in Awards Corresponding with Priorities: Advertising to all UM students and giving preference to students who are both highly qualified and demonstrate financial need in the selection process corresponds with FLAS CP1. All 4 of our languages plus those offered intermittently are less commonly taught languages, matching FLAS CP2.

K. Degree to which Priorities are Served

The Program and Planning and Outreach sections give descriptions of initiatives. Along with priority languages, our curriculum and professional development prepare students to serve national needs in their placements in higher education, the government, business, and NGOs.

| Table 14. Degree to which Priorities are Served |
|---|
| NRC Absolute Priority 1 – Diverse Viewpoints and Government Careers |
| Noontime Lecture Series, SEAS Roundtables, Shared II Conferences, Community Gatherings (p. 45) UM Knight-Wallace Fellows Talks (p. 5) Professional Development Workshops for Students and Career Talks for Students (pp. 10, 20, 34) MENASEA Teacher Training Program (p. 1) MENASEA Teacher Workshop (p. 1) University of Puerto Rico School of Education Collaboration (MSI & CC) (p. 2) World History and Literature Initiative with UM School of Education (adding CC) (p. 1) Midwest Institute for International and Intercultural Education Curriculum Workshop (p. 3) Midwest Institute for International and Intercultural Education Faculty Fellowship (p. 3) Global Practices in Applied Social Sciences with Washtenaw Community College (p. 3) |

NRC Absolute Priority 2 – Training Teachers

MENASEA Teacher Training Program (p. 1)
 MENASEA Teacher Workshop (p. 1)
 University of Puerto Rico School of Education Collaboration (MSI & CC) (p. 2)
 World History and Literature Initiative with UM School of Education (adding CC) (p. 1)
 Midwest Institute for International and Intercultural Education Curriculum Workshop (p. 3)
 Midwest Institute for International and Intercultural Education Faculty Fellowship (p. 3)
 World Music Course for Music Educators (p. 2)
 Global Practices in Applied Social Sciences with Washtenaw Community College (p. 3)

NRC Competitive Priority 1 – MSIs and Community Colleges (CC)

University of Puerto Rico School of Education Collaboration (MSI and CC) (p. 2)
 World History and Literature Institute with UM School of Education (adding CC) (p. 1)
 Midwest Institute for International and Intercultural Education Curriculum Workshop (p. 3)
 Midwest Institute for International and Intercultural Education Faculty Fellowship (p. 3)
 Global Practices in Applied Social Sciences with Washtenaw Community College (p. 3)
 Reaching out to UM Flint, UM Dearborn, & Eastern Michigan University (all MSI-eligible) (p. 2)

NRC Competitive Priority 2 – Schools of Education

University of Puerto Rico School of Education Collaboration (p. 2)
 World History and Literature Initiative with UM School of Education (p. 1)
 World Music Course for Music Educators with UM Music Education Department (p. 2)

FLAS Competitive 1 – Financial Need

Preference given to students who are highly qualified and demonstrate financial need (p. 47)

FLAS Competitive 2 – National Needs Languages

All 4 of our regular SEA languages (Filipino, Indonesian, Thai, and Vietnamese) plus Burmese and Javanese, offered intermittently, are LCTLs. They are listed as meeting a national priority for these US agencies: Agency for International Development, Department of Defense, Department of Energy, and Peace Corps. Providing annual support for Lao (LCTL) at SEASSI (p. 4)
 Professional Development for Language Lecturers (p. 6)
 NRC Collaborative Pedagogy Workshops for Language Lecturers (p. 6)

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APPENDIX I: BIOGRAPHICAL INFORMATION**ADMINISTRATIVE STAFF**

| | |
|--------------------------------|----|
| Christi-Anne Castro, Director | 1 |
| Alison Rivett, Program Manager | 37 |

The following is a list of center faculty by disciplines, with current rank and tenure status (T = tenured; TT = tenure track; NT = non-tenure track; L = limited term contract; V = non-tenure track visitor; E = emeritus). The percentage of time devoted to Middle Eastern and North African area teaching, research, and student advising follows the tenure status abbreviation.

Department of Anthropology

| | |
|---|----|
| Daniel Andrew Birchok, Assistant Professor, UM-Flint (TT) | 5 |
| Webb Keane, Professor (T) | 13 |
| Stuart Kirsch, Professor (T) | 15 |
| Andrew Marshall, Professor (T) | 18 |
| Mike McGovern, Associate Professor (T) | 19 |
| Carla Sinopoli, Professor (T) | 29 |
| Scott Stonington, Assistant Professor (TT) | 30 |
| Henry T. Wright, Professor (T) | 33 |

Department of American Culture

| | |
|---|----|
| Melissa Borja, Assistant Professor (TT) | 6 |
| Susan Yukie Najita, Associate Professor, (TT) | 22 |

Taubman School of Architecture

| | |
|---|----|
| Meredith Miller, Assistant Professor (TT) | 21 |
| Cyrus Penarroyo, Assistant Professor (TT) | 26 |

Penny W. Stamps School of Art and Design

| | |
|---|----|
| Irina Aristarkhova, Associate Professor (T) | 4 |
| Gunalan Nadarajan, Professor (T) | 21 |

Department of Asian Languages and Cultures

| | |
|---|----|
| Agustini, Lecturer (NT) | 2 |
| Bunmee Aimkamon, Lecturer (NT) | 6 |
| Deirdre De La Cruz, Associate Professor of SE Asian Studies; Associate Professor of History (T) | 7 |
| Nancy Florida, Professor (T) | 9 |
| Zenaida Fulgencio, Lecturer (NT) | 10 |
| Donald Lopez, Professor (T) | 17 |
| Thuy-Anh Thi Nguyen, Lecturer (NT) | 24 |
| Abe Markus Nornes, Professor (T) | 25 |
| Esperanza Ramirez-Christiensen, Professor (E) | 26 |
| Erick White, Assistant Professor (TT) | 32 |
| John Whitmore, Professor Emeritus (E) | 33 |

Stephen M. Ross School of Business

| | |
|---|----|
| Anocha Aribarg, Associate Professor (T) | 3 |
| Aneel Karnani, Professor (T) | 14 |
| Linda Lim, Professor Emerita (E) | 17 |

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|--|----|
| Amy Nguyen-Chyung, Assistant Professor (TT) | 24 |
| Priscilla Rogers, Associate Professor (T) | 28 |
| Joline Uichanco, Assistant Professor (TT) | 30 |
| Department of Economics | |
| Dean Yang, Professor (T) | 34 |
| Department of English | |
| Susan Yukie Jajita, Associate Professor (T) | 22 |
| School for Environment and Sustainability | |
| Arun Agrawal, Professor (T) | 2 |
| James Diana, Professor (T) | 8 |
| Department of History | |
| Victor Lieberman, Professor (T) | 16 |
| Allan Lumba, Professor (T) | 18 |
| Department of History of Art | |
| Joan Kee, Associate Professor (T) | 14 |
| Institute for Social Research | |
| Sela Panapasa, Assistant Research Scientist (NT) | 25 |
| School of Law | |
| Steven Ratner, Professor (T) | 27 |
| Nicholas Rine, Professor (T) | 27 |
| Library | |
| Susan Fe Go, Librarian (NT) | 37 |
| School of Management | |
| George White, Associate Professor (T) | 32 |
| School of Music, Theatre, & Dance | |
| Christi-Anne Castro (T) | 1 |
| Judith Becker, Professor Emerita (E) | 4 |
| Beth Genne, Professor (T) | 11 |
| Susan Pratt Walton, Lecturer (NT) | 31 |
| School of Nursing | |
| April Bigelow, Clinical Associate Professor (T) | 5 |
| Department of Political Science | |
| Yuen Yuen Ang, Associate Professor (TT) | 3 |
| Allen Hicken, Professor (T) | 12 |
| Dan Slater, Professor (T) | 29 |
| Center for Population Studies | |
| Lois Verbrugge, Research Professor Emerita (E) | 31 |
| School of Public Health | |
| Clifford Douglas, Adjunct Lecturer (NT) | 8 |
| Kathleen Ford, Emeritus Research Scientist (E) | 10 |

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| Marisa Eisenberg, Assistant Professor (TT) | 9 |
| Carlos Mendes de Leon, Professor (T) | 19 |
| Rafael Meza, Assistant Professor (TT) | 20 |
| Richard Neitzel, Associate Professor (TT) | 23 |
| Laura Rozek, Associate Professor (T) | 28 |
| Gerald R. Ford School of Public Policy | |
| John Ciorciari, Associate Professor (T) | 7 |
| School of Social Work | |
| Joseph Galura, Adjunct Lecturer (NT) | 11 |
| Odessa Gonzales-Benson, Postdoctoral Fellow (NT) | 12 |
| Berit Ingersoll-Dayton, Professor (T) | 13 |
| Department of Sociology | |
| John Knodel, Professor Emeritus (E) | 15 |
| Gayl Ness, Professor (E) | 23 |
| Department of Statistics | |
| Shyamala Nagaraj, Lecturer (NT) | 22 |
| Department of Women's Studies | |
| Emily Lawsin, Lecturer (NT) | 16 |
| Victor Mendoza, Associate Professor (T) | 20 |
| Other UM Resources/External Consultants | 35 |
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| Christi-Anne Castro Associate Professor, Musicology, Tenured Director, Center for Southeast Asian Studies College of Literature, Science, and the Arts | Ph.D. University of California, Los Angeles, 2001 M.A. University of California, Los Angeles, 1997 B.A. Yale University, 1991 |
| Overseas Research Experience: Philippines, Austria, Switzerland, Belgium, United Kingdom, Netherlands Language Proficiency: Filipino (3), Spanish (2) Percent of Time Devoted to Southeast Asia (teaching, research, or consulting): 100% | |
| Research/Teaching Specializations: Philippine and Filipino America music; Asian American Music; Cultural politics; nationalism; identity; gender and sexuality | Courses Taught: 3 Introduction to World Music; Topics in Southeast Asian Studies: Music, Culture & Indigeneity in the Philippines; Ethnography in Ethnomusicology, Music and Nation: A Global Perspective |
| Number of Dissertations Supervised: 16 dissertations, 3 theses | |
| Recent Publications: “Queerness, Ambiguity, Ethnography,” <i>Queering the Field: Sounding Out Ethnomusicology</i> (forthcoming 2018); “Colonized by Rote: Music Education in the First two Decades of U.S. Colonial Rule in the Philippines,” <i>Philippine Modernities: Music, Performing Arts, and Language, 1880-1941</i> (forthcoming 2017); “Colonized by Rote: Music Education in the First Two Decades of U.S. Colonial Rule in the Philippines (abridged essay),” <i>Saysay Himig</i> (forthcoming 2017); “The Musical Performances of Charice Pempengco and Arnel Pineda,” <i>Communication and Media Theories</i> , 2014; “Southeast Asia,” <i>Oxford Bibliographies in Music</i> , 2014; “The Perils of Ethnography in a Cultural History,” <i>Our Own Voice Literary/Arts Journal</i> , 2013; “Filipino American Music,” <i>The Grove Dictionary of American Music</i> , 2013; “Rondalla,” <i>The Grove Dictionary of American Music</i> , 2013; “Kulintang,” <i>The Grove Dictionary of American Music</i> , 2013 | |
| Academic Experience: Lecturer, California State University, 2001; Lecturer, University of California-San Diego, 2002; Lecturer, Pomona College, 2003-2004; Lecturer, University of California Riverside, 2003; Associate Professor, University of Michigan, 2005-present Awards, Honors and Distinctions: Global Filipino Literary Award for Non-Fiction; for Musical Renderings of the Philippine Nation. The book is assigned “special cataloguing” status in the Library of Congress Southeast Asian Collection and housed in the Asian Reading Room (2013). University of Michigan School of Music, Theater and Dance Block Grant for Research (2013 and 2012). Member of the following organizations: Filipino American National Historical Society, International Council for Traditional Music (ICTM), Midwest Popular Culture Association, Society for American Music, Society for Asian Music, Society for Ethnomusicology (National and Midwest chapters) Ensembles and performances: Nyboco, bowed and plucked string sextet (Western art and Philippine music); Music Director, Composer and Arranger for Iskwelahang Pilipino Rondalla of Boston; Music Director and Teacher for University of Michigan Rondalla, Filipino American Library/Pamana Rondalla and IP RonWest (rondalla) International Rondalla Performances: 2013 Tour in the Philippines | |

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| Arun Agrawal Professor, Environment and Sustainability, Tenured School for Environment and Sustainability | Ph.D. Duke University, 1992 M.A. Duke University, 1988 M.B.A. Indian Institute of Management, 1985 B.A. Delhi University, 1983 |
| Overseas Research Experience: Canada, India, Nepal Language Proficiency: Hindi (5) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25% | |
| Research/Teaching Specializations: International Development; Environmental Conservation; Indigenous Knowledge Population Resources | Courses Taught: 1 Environment and Development: Dilemmas of Power and Place in a Global World |
| Number of Dissertations Supervised: 6 | |
| Recent Publications: 14 “Adaptive Development.” <i>Nature Climate Change</i> . 2015 “Governing agriculture-forest landscapes for climate change mitigation.” <i>Global Environmental Change</i> . 2014 Adhikari, B. and Arun Agrawal. “Understanding the social and ecological outcomes of PES projects: A review and an analysis.” <i>Conservation and Society</i> ; 11(4) 359-374 (2013). Newton, Peter, Arun Agrawal, Lini Wollenberg. “Enhancing the sustainability of agricultural and commodity supply chains on agriculture-forest frontiers.” <i>Global Environmental Change</i> ; 23: 1761-1772 (2013). Nolte, Christophe, Arun Agrawal, B. Soares-Filho, K. Silvius. “Governance regime and location influence avoided deforestation success of protected areas in the Brazilian Amazon,” 2013. Agrawal, Arun, Nicolas Perrin, Ashwini Chhatre, Catherine Benson, and Minna Kononen. “Climate Policy Processes, Local Institutions, and Adaptation Actions: Mechanisms of Translation and Influence.” <i>WIREs Climate Change</i> ; 3(6) 565-579 (2012). | |
| Academic Experience: Post-Doc, University of California-Berkeley, 1991-1992; Post-Doc, Yale University, 1995-1996; Post-Doc, Indiana University, 1996-1997; Assistant Professor, University of Florida, 1993-1997; Assistant/Associate Professor, Yale University, 1997-2000; Associate Professor, McGill University, 2002-2003; Associate/Full Professor, University of Michigan, 2003-present Awards, Honors and Distinctions: John Simon Guggenheim Foundation Fellow, 2012; International Institute for Education (State Department) Global Innovation Initiative, 2014-16; Department for International Development Grant, 2014-18; National Academy of Sciences Award, 2018 | |

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| Agustini Lecturer of Indonesian, Asian Languages and Culture, Non-Tenure Track Department of Asian Languages and Cultures College of Literature, Science, and the Arts | M.A. Arizona State University, 2007 B.A. Sanata Dharma University, 2000 |
| Overseas Research Experience: Indonesia Language Proficiency: Indonesian (5), Chaozhou (4), Javanese (3), Mandarin (2) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100% | |
| Research/Teaching Specializations: Southeast Asian Language Pedagogy | Courses Taught: 6 Elementary Indonesian (Semesters 1 and 2); Intermediate Indonesian (Semesters 1 and 2); Advanced Indonesian (Semesters 1 and 2) |
| Number of Dissertations Supervised: N/A | |
| Recent Publications: N/A | |
| Academic Experience: Teaching Assistant, Arizona State University, 2005-2007; Lecturer, University of Michigan, 2007-present Awards, Honors and Distinctions: Award, Council of Global Engagement, U-M Provost’s Office, 2013; Mellon Summer Collaborative Project from UC-Chicago to develop Indonesian Advanced Reading Materials with a partner from the University of Wisconsin – Madison, 2017-present; Southeast Asian languages instructional materials development project grant from COTSEAL, and the Southeast Asian Studies Centers at the University of California-Berkeley, University of Wisconsin-Madison and Cornell University, 2015-2017 | |

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|---|---|
| Yuen Yuen Ang Associate Professor, Political Science, Tenured College of Literature, Science, and the Arts | Ph.D. Stanford University, 2010 M.A. Stanford University, 2003 B.A. Colorado College, 2002 Summa Cum Laude |
| Overseas Research Experience: Singapore Language Proficiency: Chinese (5) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25% | |
| Research/Teaching Specializations: Global Development; China's Political Economy; Adaptive Processes of Change | Courses Taught: 5 State and Market in Contemporary China; Social Scientific Studies of Historical and Contemporary China; Comparative Politics and Reform in China; Seminar on Chinese Politics and Political economy; Development and the Quality of Governance |
| Number of Dissertations Supervised: 1 dissertation, 3 theses | |
| Recent Publications: 12 "Do Weberian Bureaucracies Lead to markets of Vice Versa? A Coevolutionary Approach to Development," <i>States in the Developing World</i> , 2017; "Beyond Weber: Conceptualizing an Alternative Ideal-type Bureaucracy in Developing Contexts," <i>Regulation and Governance</i> , 2017; <i>How China Escaped the Poverty Trap</i> , Cornell University Press, 2016; "Co-optation and Clientelism: Nested Distributive Politics in China's Single-Party Dictatorship," <i>Studies in Comparative International Development</i> , 2016; "Authoritarian Restrains on Online Activism Revisited: Why 'I-Paid-A-Bribe' Worked in India but Failed in China," <i>Comparative Politics</i> , 2014 | |
| Academic Experience: Assistant Professor, Columbia University, 2010-2011; Assistant/Associate Professor, University of Michigan, 2011-present Awards, Honors and Distinctions: Chiang Ching Kuo Foundation Research Grant, 2012 and 2014; Winner of Next Horizons Essay Contest, Global Development Network and Bill & Melinda Gates Foundation, 2014; Eldersveld Prize for Outstanding Research, University of Michigan, 2014; East Asia Institute Fellow, 2016-2017; Fellow of the Public Intellectuals Program, 2017-2019; Research Award, IBM Center for the Business of Government, 2017; Research Grant, Smith Richardson Foundation, 2017; Peter Katzenstein Book Prize, 2017 | |

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| Anocha Aribarg Associate Professor, Business, Tenured Stephen M. Ross School of Business | Ph.D. University of Wisconsin- Madison, 2004 M.B.A. University of Wisconsin- Milwaukee, 1998 B.S. Chulalongkorn University, Bangkok, Thailand, 1994 |
| Overseas Research Experience: Thailand Language Proficiency: Thai (5) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25% | |
| Research/Teaching Specializations: Consumer Experience; Group Decisions and Social Influence; Modeling Choice Decision and Psychological Processes; Psychology-based Market Response Modeling; Bayesian Statistical Influence | Courses Taught: N/A |
| Number of Dissertations Supervised: 2 | |
| Recent Publications: 5 "Arousal Sustainability in Shared Experiential Consumption" (in progress); "Consumer Response to Native Advertising" (in progress); "Measuring the Effects of Sports Sponsorship" (in progress); "Collaboration and Creation: The Impact of Network Embeddedness on new Product Success," <i>International Journal of Research in Marketing</i> , 2015; "Private Label Imitation of a National Brand: Implications for Consumer Choice and Law," <i>Journal of Marketing Research</i> , 2014; "Modeling Choice Interdependence in a Social Network," <i>Marketing Science</i> , 2013 | |
| Academic Experience: Assistant/Associate Professor, University of Michigan, 2004-present Awards, Honors and Distinctions: Michael R. and Mary Kay Hallman Faculty Fellow, 2015-2018 | |

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| Irina Aristarkhova Associate Professor, Art and Design, Tenured Penny W. Stamps School of Art and Design | Ph.D. Institute of Sociology, Russian Academy of Sciences, Moscow, 1999 M.A. University of Warwick, UK, 1995 B.A. Moscow State University, 1992 |
| Overseas Research Experience: Russia, United Kingdom, Singapore, Austria Language Proficiency: Russian = 5, French = 2 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25% | |
| Research/Teaching Specializations: Comparative feminist theory; comparative aesthetics | Courses Taught: 1 Art and Design in Context |
| Number of Dissertations Supervised: 3 dissertations, 5 theses | |
| Recent Publications: 22 “Being of the Breast: <i>The Lactation Station Breast Milk Bar</i> by Dobkin,” <i>New Maternalisms</i> (forthcoming); “Radical Hospitality of Mithu Sen: <i>No Matter if It takes Me a Lifetime</i> ” (forthcoming); “the One Who Waits,” (forthcoming); “A feminist Object,” <i>Object Oriented Feminism</i> , 2016; “Virtual Difference in Online Communities,” <i>Cultures of the Internet</i> , 2016; “Baiting Hospitality,” <i>Security and Hospitality</i> , 2015; “The Journeys of the Matrix,” <i>Project International</i> , 2015; “What Gentrification,” <i>Infinite Mile: A journal of Art and Culture(s) in Detroit</i> , 2015; “Provocation,” <i>Moscow Art Journal</i> , 2014 | |
| Academic Experience: Senior Lecturer, Lasalle College of the Arts, 1999-2001; Assistant Professor, National University of Singapore, 2001-2006; Assistant Professor, Pennsylvania State University, 2006-2012; Visiting Professor, Danube University, 2008-present; Associate Professor, University of Michigan, 2012-present Awards, Honors and Distinctions: The British Council Scholarship, University of Warwick, 1993; European Union Research Fellowship, University of Warwick, 1995; Sawyer International Visitor Fellowship, University of Chicago, 2000; Excellence in Teaching Award, National University of Singapore, 2004, 2005; Austrian Government Visiting Professorship Award, Danube University, 2008 | |

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| Judith Becker Professor Emerita of Musicology and Ethnomusicology School of Music, Theatre, and Dance | Ph.D. University of Michigan, 1972 M.A. University of Michigan, 1968 B.Mus. University of Michigan, 1954 |
| Overseas Research Experience: Burma, Indonesia, India, Sri Lanka Language Proficiency: Indonesian (3), Javanese (1), French (2) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100% | |
| Research/Teaching Specializations: Southeast Asian and Asian music; Javanese Gamelan; music in culture; music of Asia | Courses Taught: 10 Beginning Javanese Gamelan; Javanese Gamelan Ensemble Music in Culture; Music of Asia; Introduction to Ethnomusicology Music and Ritual; Colloquium in Ethnomusicology; Music and Islam; Teaching World Music; Music, Ecstasy and the Brain; Studies in World Music; Introduction to Southeast Asian Studies |
| Number of Dissertations Supervised: 10 dissertations, 10 theses | |
| Recent Publications: “Music, Trancing and the Absence of Pain” in <i>Pain and Its Transformations: The Interface of Biology and Culture</i> , eds. Sarah Coakley, et al. Cambridge: Harvard University Press, 2007. Deep Listeners: Music, Emotion, and Trancing. Bloomington: Indiana University Press, 2004. Gamelan Stories: Tantrism, Islam and Aesthetics in Central Java. 1993. Reprint, Tempe: Arizona State University Press, 2004. “Music and Trance.” In <i>L’Enciclopedia della Musica Einaudi</i> . Vol. 4. Turin, Italy (2004). | |
| Academic Experience, Awards, Honors and Distinctions: Glenn McGeoch Collegiate Professorship of Music (2000). Society of Ethnomusicology Charles Seeger Prize (1967). University of Michigan John D’Arms Award for graduate student mentoring. | |

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| April Bigelow Clinical Associate Professor, Nursing, Tenured School of Nursing | Ph.D. University of Michigan, 2008 M.S. University of Michigan, 2003 B.S.N. University of Michigan, 1999 |
| Overseas Research Experience: Thailand Language Proficiency: Thai (1) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 50% | |
| Research/Teaching Specializations: Clinical Care in Thailand | Courses Taught: 1 Behavioral and Lifestyle Management in Primary Care in Thailand |
| Number of Dissertations Supervised: 3 | |
| Recent Publications: 27 Singha-Dong, N., Bigelow, A., Rajataramya, B., Villarruel, A., & Potempa, K. (accepted for publication). Capacity for noncommunicable disease research in Thailand. <i>Journal for Public Health Management and Practice</i> ; Singha-Dong, N., Pardee, M., & Bigelow, A. (2015); Reducing Disparities in Hypertension Control: A Community-Based Hypertension Control Project for Population in rural Thailand. <i>Annals of Global Health</i> , 81(1), 213; Singha-Dong, N. & Bigelow, A. (under review). SUT stroke specific genogram: Application of genogram on screening for individual risks of stroke in rural Thai community. <i>Global Journal of Medical and Clinical Case Reports</i> | |
| Academic Experience: Assistant Professor, Eastern Michigan University, 2004-2008; Clinical Assistant/Associate Professor, 2008-present; 2015-present Faculty, Surararee University of Technology, Nakhon Ratchasima, Thailand Awards, Honors and Distinctions: 2014 National Organization of Nurse Practitioner Faculties, Outstanding NP Educator nominee; 2014 Association of Program Directors in Internal Medicine, Best Program Innovation Award for CaringWithCompassion.org | |

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| Daniel Andrew Birchok Assistant Professor, Sociology, Tenure Track Department of Sociology, Anthropology, and Criminal Justice, University of Michigan-Flint | Ph.D., University of Michigan, 2013; M.A., University of Michigan, 2004; B.A., John Carroll University, 2002; |
| Overseas Research Experience: Netherlands, Indonesia, Federated States of Micronesia Language Proficiency: Indonesian (5), Acehnese (5), Dutch (4), Arabic (1) Percent of Time Devoted to Southeast Asia: 50% | |
| Research/Teaching Specializations: Religion; Genealogical Authority; Religious Temporalities and Ritual | Courses Taught: 8 Introduction to Cultural Anthropology; The Indian Ocean World; Anthropology of Religion; The Anthropology of Islam; Goods, Gifts, and Graft-The Anthropology of Value and Exchange; Anthropology of Religion; Contemporary Social Issues in Southeast Asia; Introduction to Southeast Asian Studies |
| Number of Dissertations Supervised: 1 | |
| Recent Publications: 9 <i>The Pasts of Habib Abdurrahim: Old Islam, Genealogical authority, and the Islamic Historical Imagination</i> (in progress); "Teungku Sum's Dilemma: Moral Tragedy, Ethical Time, and the Anthropology of Islam," (in progress); "'Young People are Seeking Their Fortune': Islamic Life Courses, Sufi Ethics, and the Possibilities of Worldly <i>Adab</i> in Rural Aceh," <i>Piety, Politics, and Ethics in Southeast Asian Islam: Beautiful Behavior</i> , 2018; and 5 others | |
| Professional Experience: Visiting Assistant Professor, Oberlin College, 2013-2014; Lecturer, University of Michigan, 2014-2015; Visiting Assistant Professor, Vanderbilt University, 2015-2016; Assistant Professor, University of Michigan-Flint, 2016 | |

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| Melissa Borja Assistant Professor, American Culture, Tenure Track College of Literature, Science, and the Arts | Ph.D., Columbia University, 2014; M.Phil., Columbia University, 2009; M.A., University of Chicago, 2006; B.A., Harvard University, 2004; |
| Overseas Research Experience: Singapore, Indonesia, various locations in Southeast Asia Language Proficiency: French (3), Arabic (3), Hmong (2), Spanish (1) Percent of Time Devoted to Southeast Asia: 25% | |
| Research/Teaching Specializations: Refugee Resettlement; Asian American Studies; Religion; Refugee and Immigration Studies | Courses Taught: 2 Introduction to Asian/Pacific American Studies; History of Asian Americans in the U.S. |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 6 <i>"Follow the New Way": Hmong Refugee Resettlement and the Practice of American Religious Pluralism, 1976-2000.</i> Cambridge: Harvard University Press. Under contract; "The Government Alone Cannot Do the Total Job: Church-State Cooperation in International Refugee Crises." In <i>Political History Unbound</i> , edited by Brent Cebul, Lily Geismer, and Mason Williams. Chicago: University of Chicago Press, 2018; "Migrations and Modern American Religious Pluralism." In <i>The Oxford Handbook of Religion and Race in American History</i> , edited by Paul Harvey and Kathryn Gin. New York: Oxford University Press, 2018; "Speaking of Spirits: Oral History, Religious Change, and the Seen and Unseen Worlds of Hmong Americans." <i>Oral History Review</i> , 2017 | |
| Professional Experience: Assistant Professor, College of Staten Island, 2013-2017; Assistant Professor, University of Michigan, 2017-present Awards, Honors and Distinctions: Young Scholars in American Religion Program, 2018-2020; The American Studies Foundation International Forum for Early Career Scholars, 2017; Association for Asian American Studies Junior Faculty Workshop, 2015; American Academy of Religion Mentorship Program, 2014; Dissertation Completion Fellowship, Mellon/American Council of Learned Societies, 2012 | |

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| Aimkamon Bunmee Lecturer of Thai, Asian Languages and Culture, Non-Tenure Track College of Literature, Science, and the Arts | YMCA Japanese Language School, 2013-2015 Certificate, University of Canterbury, 2013 M.A., Mahidol University, 2007 B.A., University of the Thai Chamber of Commerce, 2002 |
| Overseas Research Experience: New Zealand, Thailand, Japan Language Proficiency: Thai (5), Japanese (2) Percent of Time Devoted to Southeast Asia: 100% | |
| Research/Teaching Specializations: Phonetics, Second Language Teaching, Thai Language Instruction | Courses Taught: 6 Elementary Thai (Semesters 1 and 2); Intermediate Thai (Semesters 1 and 2); Advanced Thai (Semesters 1 and 2) |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: N/A | |
| Professional Experience: Lecturer, Ritsumeikan Asia Pacific University, 2007-2012; Lecturer, University of Michigan, 2016-present Awards, Honors and Distinctions: N/A | |

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| John Ciorciari Associate Professor of Public Policy, Tenured Gerald R. Ford School of Public Policy | D.Phil. Oxford University-St. Antony's College, 2007 M.Phil. Oxford University-Christ Church, 2002 J.D. Harvard Law School, 1998 B.A. Harvard University, 1995 |
| Overseas Research Experience: Cambodia, Singapore, Indonesia, Thailand Language Proficiency: French (3); Italian and Spanish (2); German, Chinese, Japanese, Khmer, Mandarin, Thai, Malay (1) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 75% | |
| Research/Teaching Specializations: International law; politics; finance in Southeast Asia and adjoining regions | Courses Taught: 3 Values, Ethics, and Public Policy; Peacebuilding: Law, Diplomacy, and the Transition from Conflict; Politics, Political Institutions, and Public Policy |
| Number of Dissertations Supervised: 11 dissertations, 4 theses | |
| Recent Publications: 22 “ASEAN and the Great Powers.” <i>Contemporary Southeast Asia</i> . 2017; “Nationalist Protests, Government Responses, and the Risk of Escalation in Interstate Disputes.” <i>Security Studies</i> . 2016; “Experiments in International Criminal Justice.” <i>Michigan Journal of International Law</i> . 2014; <i>Hybrid Justice: The Extraordinary Chambers in the Courts of Cambodia</i> (Ann Arbor, MI: University of Michigan Press, 2014), with Anne Heindel; “China and Cambodia: Patron and Client,” International Policy Center Working Paper no. 114, 2013 | |
| Academic Experience: Post-doc fellow, Stanford University, 2007-09; Tutor and instructor in Middle East politics and Cold War history, Oxford University, 2002-04; Instructor, political asylum workshop, Columbia University School of Law, 1999 Awards, Honors and Distinctions: Fulbright Scholar, 2000-2001; Christ Church American Friends Scholarship, 2001-2002; Clarendon Fund Scholarship, 2002-2003; Dr. Chun-tu Hsueh Research Award, 2003; Wai Seng Senior Research Scholarship, 2002-2004; Freeman Foundation Fellowship, 2010; Bernard Schwartz Associate Fellow, Asia Society, 2011-present; Andrew Carnegie Fellowship, 2015-2017 | |

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| Deirdre De la Cruz Associate Professor, Asian Languages and Cultures, Tenured Department of Asian Languages and Cultures and Dept. of History, College of LSA | Ph.D. Columbia University, 2006 M. Phil., Columbia University, 2000 M.A., Columbia University, 1998 B.A. University of Washington, 1995 |
| Overseas Research Experience: Philippines Language Proficiency: Filipino (5), Spanish (4), French (1) Percent of Time Devoted to Southeast Asia: 100% | |
| Research/Teaching Specializations: Religion; Performance; History; Philippines; Histories and Cultures of Southeast Asia; Conversion in Colonial and Post-Colonial Societies; U.S. Imperialism | Courses Taught: 6 Gender and Power in Southeast Asia; Jesus Comes to Asia: Conversion and its Consequences in Asia; The Philippines: Culture and History; Possessing Culture: Mediumship and Ethnography in Southeast Asia; Advanced Readings in Philippine History and Historiography; Enchantments East: Technology and Modernity in the Asia Pacific |
| Number of Dissertations Supervised: 4 | |
| Recent Publications: 13 “The Double Apostasy of Salvador Pons: Spiritism and Catholicism in the Colonial Philippines,” <i>The Catholic Historical Review</i> (in progress); “Mary and Modern Catholic Material Culture,” <i>The Oxford Handbook of Mary</i> (in progress); “Filipino Catholic Anticommunism and the <i>Barangay sang Virgen</i> ,” <i>Mary’s Cold Wars</i> (in progress); and 10 others | |
| Academic Experience: Assistant/Associate Professor, University of Michigan, 2009-present Awards, Honors and Distinctions: Fulbright-Hays fellowship, 2000-2001; Charlotte Newcombe Fellowship, Woodrow Wilson Foundation, 2003-2004; Sasakawa Young Leaders Fellowship, The Tokyo Foundation, 2004-2005; Michigan Society of Fellow, 2006-2009; Faculty Fellow | |

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| James Diana Professor of Natural Resources, Tenured School of Natural Resources and Environment | Ph.D. University of Alberta, 1979 M.A. California State University, Long Beach, 1975 B.S. California State University, Long Beach, 1974 |
| Overseas Research Experience: Thailand, Vietnam, Bangladesh, Nepal Language Proficiency: Spanish (1) Percent of Time Devoted to Southeast Asia: 25% | |
| Research/Teaching Specializations: Aquaculture and aquaculture development | Courses Taught: 1 Ecology of Fishes (includes content on SEA lakes and coasts) |
| Number of Dissertations Supervised: 6 dissertations, 10 theses | |
| Recent Publications: 6 “Threatening ‘white gold’: Impacts of climate change on shrimp farming in coastal Bangladesh.” <i>Ocean & Coastal Management</i> 2015; “Coastal to inland: Expansion of prawn farming for adaptation to climate change in Bangladesh.” <i>Aquaculture Reports</i> 2015 | |
| Academic Experience: 2009-present Director, Michigan Sea Grant; 1999-2007 Associate Dean, School of Natural Resources and Environment; 1996-present Professor of Fisheries and Aquaculture, SNRE; 1984-1996 Associate Professor & Associate Research Scientist, Great Lakes Research Division; 1979-1984 Assistant Professor and Assistant Research Scientist Awards, Honors and Distinctions: Lifetime Achievement Award, World Aquaculture Society and AquaFish CRSP (2010); Establishment of the Jim Diana Scholarship in Aquatic Ecology, SNRE (2007); Justin W. Leonard Award of Excellence; Michigan Chapter, American Fisheries Society (2006); University of Michigan Undergraduate Teaching Award for (2004–2005) | |
| Clifford Douglas Adjunct Lecturer, Public Health, Non-tenure Track School of Public Health | J.D. University of Michigan, 1983 B.A. University of Michigan, 1980 |
| Overseas Research Experience: Argentina, Canada, China, Italy, Thailand, United Kingdom, Uruguay Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25% | |
| Research/Teaching Specializations: Tobacco control, public policy advocacy, health policy, politics | Courses Taught: 1 Tobacco: From Seedling to Social Policy (includes international policy, focusing on Thailand) |
| Number of Dissertations Supervised: N/A | |
| Recent Publications: “Ask A Lawyer: Can Multi-Unit Residential Property Owners Prohibit the Smoking of Medically-Prescribed Marijuana in Their Properties When the State Permits Its Use?” Tobacco Control Legal Consortium <i>Legal Update</i> , p. 5, Fall 2010; “Regulation of Tobacco: A Summary,” Tobacco Control Legal Consortium, July 2009; “Federal Regulation of Tobacco: Impact on State and Local Authority,” Tobacco Control Legal Consortium, July 2009. | |
| Academic Experience, Awards, Honors and Distinctions: Director, University of Michigan Tobacco Research Network and Consulting Advisor on Tobacco Control Policy, Office of the Assistant Secretary for Health, U.S. Department of Health and Human Services. Assisted Thailand’s government in upholding tobacco control laws against legal threat under international trade law. Awarded highest honor bestowed by the International Association for the Study of Lung Cancer. Member, Framework Convention Alliance (leading international tobacco control policy organization). Member, D.C., IL, and NY Bars; American Cancer Society (ACS) vice president for tobacco control, 2015; director of the ACS Center for Tobacco Control, 2015 | |

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| Marisa Eisenberg Assistant Professor of Epidemiology, Tenure-Track School of Public Health | Ph.D., University of California-Los Angeles, 2009; M.S., University of California-Los Angeles, 2007; B.S., University of California-Los Angeles, 2003; |
| Overseas Research Experience: Haiti, Indonesia Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: 15% | |
| Research/Teaching Specializations: Mathematical epidemiology; parameter identifiability and estimation; infectious diseases; global health; cancer; networks | Courses Taught: 1 Advanced Infectious Disease Epidemiology |
| Number of Dissertations Supervised: 6 | |
| Recent Publications: 52 “Insights into hepatitis C Transmission in Young Persons who Inject Drugs: Results From a Dynamic Modeling Approach Informed by State-Level Public Surveillance Data,” (in progress); “Measuring bi-directional bacterial transfer efficiencies: impact on model parameterization,” <i>American Journal of Infection Control</i> , 2017; “An <i>in silico</i> evaluation of treatment regimens for recurrent <i>Clostridium difficile</i> infection,” <i>PLOS ONE</i> , 2017; 49 others | |
| Professional Experience: Post-doc Fellow, Mathematical Biosciences Institute at Ohio State University, 2003-2006; Assistant Professor, University of Michigan Department of Epidemiology Awards, Honors and Distinctions: National Science Foundation Grant, 2011-2017; Center for Disease Control Grant, 2013-2014; University of Michigan M-Cubed Award, 2013-2015; University of Michigan Thai Studies Institute Grant, 2014-2015; Procter and Gamble Award, 2014-2016; World Health Organization Grant, 2014-2016; NIH Grants, 2014-2019 | |

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| Nancy Florida Professor of Indonesian Languages and Literatures, Tenured Department of Asian Languages and Cultures; College of LSA | Ph.D. Cornell University, 1990 M.A. Cornell University, 1982 B.A. Connecticut College, 1975 |
| Overseas Research Experience: Indonesia Language Proficiency: Javanese (5), Indonesian (5), Old Javanese (3), Dutch (3) Percent of Time Devoted to Southeast Asia: 100% | |
| Research/Teaching Specializations: Post-colonial theory; Performance and history in Indonesia; Manuscript literature | Courses Taught: 8 Javanese I; Advanced Indonesian I and II; From Mystic Saints to Holy Warriors: Islam in Southeast Asia; Narration, Translation, and Discipline in Asian Studies; Research: Senior Project in Asian Studies; Genocide and Trauma in Southeast Asia, Africa, and Europe in the Twentieth Century; Magic in Southeast Asia |
| Number of Dissertations Supervised: 5 | |
| Recent Publications: 9 “Syattariyya Sufi Scents in the Literary World of the Surakarta Palace in the Nineteenth-Century Java,” <i>Buddhist and Islamic Networks in Southern Asia</i> (forthcoming); “Kalatidha,” <i>Encyclopedia of Islam</i> (in press); Javanese Literature in Surakarta Manuscripts: Volume 3: Manuscripts of the Radya Pustaka Museum and the Hardjonagaran Library, Cornell University Publications, 2012 | |
| Academic Experience: Instructor, Cornell University, 1977; Assistant Curator, Cornell University, 1978-1979; Lecturer/Assistant/Associate/Full Professor, University of Michigan, 1987-present Awards, Honors and Distinctions: Royal Title Kangjeng Mas Ayu Tumenggung Budayaningtyas, 1999; Freeman Foundation Pan-Asian teaching Award, 2003; National Endowment for the Humanities Fellowship, 2003-2004; Special Ambassador Award, Republic of Indonesia, 2012; Faculty Fellow, University of Michigan Mellon faculty Institute on Arts Academic Integration, 2012-2017 | |

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| Kathleen Ford Research Scientist, Institute for Social Research, Emerita School of Public Health | Ph.D., Brown University, 1975; M.A., Brown University, 1973; B.A., Boston College, 1971; |
| Overseas Research Experience: Indonesia, Thailand Language Proficiency: French (2), Indonesian (1), Thai (1) Percent of Time Devoted to Southeast Asia: 100% | |
| Research/Teaching Specializations: Mental health, migration, and women's roles of Muslims living in the southern provinces of Thailand; Cognition and remittance among Thai elderly | Courses Taught: N/A |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 9 "A Workplace Intervention Program and the Increase of HIV Knowledge, Perceived Accessibility and Use of Condoms among Young Factory Workers in Thailand," <i>SAHARA-Journal of Social Aspects of AIDS</i> , 2017; "How does unrest affect migration? Evidence for the three southernmost provinces of Thailand," <i>Demographic Research</i> , 2017; "Mental Health in a Conflict Setting: Migration, Economic Stress and Religiosity in the Three Southernmost Provinces," <i>International Journal of Social Psychiatry</i> , 2017; "Memory and Reporting of Remittance among the Thai Elderly," <i>Journal of Population Ageing</i> , 2016; "HIV Testing and Cross Border Migrant Vulnerability: Social Integration and Legal Economic Status among Cross Border Migrants in Thailand," <i>AIDS and Behavior</i> , 2016; "A Comparison of the Factors Related to the Adaptation of Domestic and International Muslim Migrants to Bangkok," <i>Journal of Population and Social Studies</i> , 2015; "Social Integration, AIDS Knowledge, and Factors Related to HIV Prevention among Migrant Workers in Thailand," <i>AIDS and Behavior</i> , 2014. | |
| Academic Experience: Assistant Professor, Johns Hopkins University, 1978-1985; Research Scientist, University of Michigan 1985-2009; Adjunct Professor, Mahidol University, 2005-present; Research Scientist Emeritus, University of Michigan, 2009-present Awards, Honors and Distinctions: Visiting Professor, Mahidol University (2005-2009). Grant, University of Michigan center for Southeast Asian Studies, 2010-2017; Grant, Michigan Center for the Demography of Aging, 2008-2009; Grant, Institute for Population and Social Research, 2006; Faculty travel Grant, University of Michigan, 2005 | |

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| Zenaida Fulgencio Lecturer II of Filipino, Asian Languages and Cultures, Non-Tenure Track College of Literature, Science and the Arts | M.A. Ortanez University, 1975; B.A. University of the East, 1969; |
| Overseas Research Experience: Philippines Language Proficiency: Filipino(Tagalog) (5) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100% | |
| Research/Teaching Specializations: Filipino language instruction | Courses Taught: 6 Elementary Filipino (Semesters 1 and 2); Intermediate Filipino (Semesters 1 and 2); Advanced Filipino (Semesters 1 and 2) |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: "Why Use Films in Instructions." Pedagogy, Trips, and Techniques, University of Michigan, 2017; "Content Based Instruction." COTSEAL Seminar, University of Wisconsin-Madison, 2016 | |
| Academic Experience: Lecturer I/II, University of Michigan, 2012-present Awards, Honors and Distinctions: Attended Computer-Assisted Pronunciation Training Workshop, held by Council of Teachers of Southeast Asian Languages (COTSEAL), Cornell, 2013. Member of working group on Filipino Oral Proficiency Guidelines project, University of Wisconsin-Madison. Completed ACTFL Oral Proficiency Interview workshop and working towards certification. Regular presentations in area high schools. | |

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| Joseph Galura Adjunct Lecturer, Social Work, Non-tenure Track School of Social Work | M.S.W., University of Michigan, 1983; B.A., University of Michigan, 1980; |
| Overseas Research Experience: N/A Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: 15% | |
| Research/Teaching Specializations: Community service learning, especially how this pedagogy affects student outcomes; diversity, spirituality, and social work practice; the experiences of Filipino Americans | Courses Taught: 1 Theories and Practices for Community Action and Social Change |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 6 “Navigating multiple ePortfolios: Lessons learned from a capstone seminar,” <i>International Journal of ePortfolio</i> , 2017; “Service-Learning and integrative pedagogy for engaging the whole student,” <i>Teaching the Whole Student: Engaged Learning with Heart, Mind, and Spirit</i> , 2017; “Exploring Challenges and struggles faced by students in transitioning to social justice work in the real world: Implications for social work,” <i>Advances in Social Work</i> , 2015; “A brief history of Filipino Americans in Michigan,” <i>Asian Americans In Michigan: Voices from the Midwest</i> , 2015; Richards-Schuster, K. E., Ruffolo, M. C., Nicoll, K. L., Distelrath, C. & Galura, J. A. Using e-portfolios to assess program goals, integrative learning and civic engagement: A case example. <i>International Journal of ePortfolio</i> , 4(2), 133-141. 2014. | |
| Professional Experience: Lecturer II, College of Literature, Science, and the Arts, 2005-Present; Academic Advisor Undergraduate Minor in Community Action and Social Change, 2011-Present; Adjunct Lecturer School of Social Work, 2010-Present Awards, Honors and Distinctions: Gilbert Whitaker Fund Innovative Teaching Grant, 2018 | |

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| Beth Genné Professor of Dance Studies and Art History School of Music, Theatre, and Dance Residential College, College of Literature, Science and Arts | Ph.D. University of Michigan, 1984 M.A. University of Michigan, 1968 B.A. University of Michigan (Highest Distinction), 1966 |
| Overseas Research Experience: France Language Proficiency: Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25% | |
| Research/Teaching Specializations: Dance History, George Balanchine, British ballet, dance in the American film musical, and Javanese dance | Courses Taught: 3 Topics in World Dance; The Experience of Arts and Ideas in the Nineteenth Century; |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 8 “Dance in Film”, in <i>The Living Dance: An Anthology of Essays on Movement and Culture</i> , ed. Genevieve Benahum (Iowa: Kendall–Hunt), 2012 (revised and updated) | |
| Academic Experience, Awards, Honors and Distinctions: Panel: Contemporary Traditions in Dialogue: Workshop on Chinese and Javanese Stage Movement (2014). Executive Committee Member, Center for World Performance Studies (1999-present). University of Michigan Humanities Fellowship (2005). | |

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| Odessa Gonzalez-Benson Postdoctoral Fellow, Social Work, Non-tenure Track School of Social Work | Ph.D., University of Washington, 2017; M.S.W., Arizona State University, 2010; A.S., Community College of the Air Force, 2009; B.A., University of the Philippines, 1999; |
| Overseas Research Experience: Philippines Language Proficiency: Filipino (5) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25% | |
| Research/Teaching Specializations: Refugee studies; resettlement policy; citizenship theory; community engaged research | Courses Taught: N/A |
| Number of Dissertations Supervised: N/A | |
| Recent Publications: 7 “Seeking Northlake: Place, technology, and public as enabling constraints for urban transdisciplinary research,” <i>Cities</i> , 2017; “Refugee community organizations as actors upon resettlement,” <i>Forced Migration Review</i> , 2017; “Refugee resettlement policy in an era of neoliberalization: A policy discourse analysis of the Refugee Act of 1980,” <i>Social Service Review</i> , 2016; “Refugee resettlement and the non-profit sector,” <i>University of Minnesota Hubert Project</i> , 2016; “Religious coping and acculturation stress among Bhutanese: A study of resettled refugees in the US,” <i>International Social Work</i> , 2012 | |
| Academic Experience: Post-doc Fellow, University of Michigan, 2017-present Awards, Honors and Distinctions: Gilbert Whitaker Fund Innovative Teaching Grant, 2018 | |

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| Allen Hicken Associate Professor, Department of Political Science College of Literature, Science and the Arts Ronald and Eileen Weiser Professor of Emerging Democracies Director, Weiser Center for Emerging Democracies | Ph.D. University of California, San Diego, 2002 M.I.A. Columbia University, 1995 B.A. Brigham Young University, 1993 |
| Overseas Research Experience: Thailand, Singapore, Philippines, Australia Language Proficiency: Khmer (5), Thai (5), Vietnamese (1) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100% | |
| Research/Teaching Specializations: Political Development; Political Economy; Southeast Asia | Courses Taught: 3 Governments and Politics of Southeast Asia; Topics in Southeast Asian Studies: History of Political Economies in Southeast Asia; Selected Topics in Poli Sci: Comparative Political Behavior |
| Number of Dissertations Supervised: 7 dissertations, 7 theses | |
| Recent Publications: 14 <i>The Thai Voter: The Origins and Evolution of Partisanship in a Developing Democracy</i> (in progress); “Party System Structure and its Consequences for Foreign Direct Investment,” <i>Party Politics</i> (forthcoming); “Elections in Timor-Leste: Why So Little Retail Clientelism?” <i>Journal of Democracy</i> (forthcoming); “From the Outside Looking In: Latin American Parties in Comparative Perspective,” <i>Latin American Party Systems: Institutionalization, Decay, and Collapse</i> (forthcoming); “Party Systems and the Politics of Development,” <i>Handbook on the Politics of Development</i> (forthcoming); and 8 others | |
| Academic Experience: Assistant/Associate Professor, University of Michigan, 2001-present Awards, Honors and Distinctions: Director, University of Michigan Center for Southeast Asian Studies, 2010- 2013; National Science Foundation Grant, 2010-2012; Lijphart/Przeworski/Verba Dataset Award, American Political Science Association, 2012; USAID Grant, 2014-2015; Fulbright Fellowship, 2014-2015; Best Paper Award, American Political Science Association, 2015; Rackham Distinguished Graduate Mentor Award, 2016; Lijphart/Przeworski/Verba Dataset Award, American Political Science Association, 2016 | |

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| Berit Ingersoll-Dayton Emeritus Professor, Social Work, Tenured School of Social Work | Ph. D. University of Michigan, 1982 M.A. University of Michigan, 1981 M.S.W. University of Michigan, 1977 B.A. Oberlin College, 1975 |
| Overseas Research Experience: Thailand Language Proficiency: Thai (2) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 75% | |
| Research/Teaching Specializations: Migration, Aging, and Family in Thailand | Courses Taught: N/A |
| Number of Dissertations Supervised: 10 | |
| Recent Publications: 20 “The worries of grandparents in skipped generation households in Thailand.” International Association of Gerontology and Geriatrics, 2017; “Pathways to grandparents’ provision care in skipped generation households in Thailand.” <i>Ageing and Society</i> . 2017 | |
| Academic Experience: Assistant/Associate Professor, Portland State University, 1983-1992; Associate/Full Professor, University of Michigan, 1992-present Awards, Honors and Distinctions: Thai Studies Faculty Research Collaboration Award, “Migration, Aging, and Family Functioning in Thailand,” funded for \$3,500, 2017-2018, Principal Investigator; Gerontological Society of America, 2002 | |
| Webb Keane Professor, Anthropology, Tenured College of Literature, Science and the Arts | Ph.D. University of Chicago, 1990 B.A. Yale College, 1977 |
| Overseas Research Experience: Indonesia, United Kingdom Language Proficiency: Indonesian (4); Anakalangese (3); Dutch (3), French (2), Latin (2) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 50% | |
| Research/Teaching Specializations: Social and Cultural Theory; Language and discourse; ritual, religion, and morality; historical consciousness; material culture | Courses Taught: 3 Language and Culture; Peoples and Cultures of Southeast Asia; Anthropology of Religion |
| Number of Dissertations Supervised: 34 | |
| Recent Publications: 24 “Divine Text, Mundane Language: Arguing an Indonesian Qur’an” (in progress); “What is Religious Freedom Supposed to Free?” <i>Politics of Religious Freedom</i> . 2015; Ontologies, Anthropologists, and Ethical Life. HAU: Journal of Ethnographic Theory, 3, 1:186-191, 2013; Gaudenz Domenig: Religion and Architecture in Premodern Indonesia: Studies in Spatial Anthropology. <i>Asian Ethnology</i> 2016 (75, 2: 489-493) | |
| Academic Experience: Lecturer, University of Chicago, 1989-1990; Assistant/Associate/Full Professor, University of Michigan, 1991-present Awards, Honors and Distinctions: 2018 Visiting Fellow Commoner, Trinity College, Cambridge University, UK; 2017-18 Visiting Scholar, Department of Anthropology, Harvard University; 2017 Lin Huixiang Memorial Lecture, Xiamen University, Xiamen, China; 2017 Daxia Forum Lecture, East China Normal University, Shanghai, China; 2016 Subject of “Author Meets Critics” panel about Ethical Life, Annual Meetings of the American Anthropological Association; 2016 Pardee School Annual Lecture in Ethics and Modernity, Boston University; 2016 Subject of workshop on “Ethical Imagination and Opacity of Minds”, Musée du Quai Branly, Paris; 2016 Annual Distinguished Lecture of the Centre for Ethnography, University of Toronto, Scarborough; 2015 Roy Rappaport Biannual Distinguished Lecture, Society for the Anthropology of Religion; George Herbert Mead Collegiate Chair (2013-present). Munro Lecture, Univ. of Edinburgh (2014). John Rich Professorial Fellow, Michigan Humanities Institute (2013-14). William T. Mulloy Memorial Lecture, Univ. of Wyoming (2013). Visiting Professor, Univ. of Oslo, Norway (2012). Visiting Professor, School of Criticism and Theory, Cornell Univ. (2011). Evans Fellow, Department of Social Anthropology, Univ. of Cambridge, UK (2010). | |

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| Aneel Karnani Professor, Business, Tenured Stephen M. Ross School of Business | D.B.A. Harvard University, 1980 M.B.A. Indian Institute of Management, 1974 B.Tech. Indian Institute of Technology, 1972 |
| Overseas Research Experience: India Language Proficiency: Hindi (2) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 15% | |
| Research/Teaching Specializations: Strategies for growth; global competitions; role of business in society | Courses Taught: N/A |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 25 “Using Incentives to Address Cannibalization,” <i>Long range Planning</i> (forthcoming); “Marketing and Poverty alleviation: Perspective of the Poor,” <i>Markets, Globalization and Development Review</i> (forthcoming); “Confusion at the Bottom of the Pyramid in Brazil,” <i>Revista Interdisciplinar de Marketing</i> , 2017; “The Obesity Crisis as a Market Failure: An Analysis of Systemic Causes and Corrective Mechanisms,” <i>Journal of the Association for Consumer Research</i> , 2016; “Improving Private Sector Impact on Poverty Alleviation: A Cost-Based Taxonomy,” <i>California Management Review</i> , 2015; “An Integrated Approach to poverty Alleviation: Roles of the Private Sector, Government and Civil Society,” <i>The Business of Social and Environmental Innovation</i> , 2015 | |
| Academic Experience: Professor, University of Michigan, 1980-present Awards, Honors and Distinctions: Teaching Excellence Awards, 1991, 2001, 2006, 2007, 2009, 2012, 2014-2016 | |

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| Joan Kee Associate Professor, History of Art, Tenured College of Literature, Science and the Arts | Ph.D. New York University, 2008 J.D. Harvard Law School, 2000 B.A. Yale University, 1997 |
| Overseas Research Experience: Hong Kong Language Proficiency: Korean (5), Japanese (4), Mandarin (3) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 75% | |
| Research/Teaching Specializations: Modern and Contemporary art; Art and law; The role of scale | Courses Taught: 4 Arts and Ideas of Modern and Southeast Asia; Art and the Law; Global Politics and Contemporary Art; Introduction to Contemporary Art in Southeast Asia |
| Number of Dissertations Supervised: 2 | |
| Recent Publications: 22 <i>Models for Integrity: Art and Law in Post-Sixties America</i> (in progress); “Free Art and a Planned Giveaway (1969),” <i>Archives of American Art</i> (forthcoming); “Artists’ Rights, or a Remembrance of Claims Unchecked,” <i>Artistic Authorship and Legacy</i> (forthcoming); “Towards Law and an Artistic Medium: William E. Jones’ Tearoom,” <i>Journal of Law, Culture and the Humanities</i> , 2016; “the Commons of Contemporary Southeast Asian Art,” <i>Singapore Biennale 2016: an Atlas of Mirrors</i> , 2016; “Art Before the Law: The Case of Yoko Ono’s Rape,” <i>Law and Literature</i> , 2016; “Orders of Law in the One Year Performances of Tehching Hsieh,” <i>American Art</i> , 2016; <i>To Scale</i> , Wiley-Blackwell Publishing, 2015; <i>From All Sides: Tansaekhwa on Abstraction</i> , Blum and Poe, 2015; “Why Performance in authoritarian Korea,” <i>Tate Papers</i> , 2015; “The Measure of the World: Scenes from a Journey to Kaesong,” <i>Art History</i> , 2015; “What Scale Affords Us: Sizing Up the World Through Scale,” <i>Art Margins</i> , 2014 | |
| Academic Experience: Visiting Lecturer, Cornell University, 2006; Assistant/Associate Professor, University of Michigan, 2008-present Awards, Honors and Distinctions: Erwin Panofsky Fellowship, New York University, 2003-2008; Andrew W. Mellon Fellowship, 2003; Andrew W. Mellon Fellowship, 2007-2009; Korea Foundation Field Research Fellowship, 2007; Research grant, Kress Foundation, 2012; Helmut F. Stern Professorship, University of Michigan, 2011; Juror, <i>Hermes Art Prize</i> , 2013; Fellowship, Tate Research Centre, 2014 | |

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| Stuart Kirsch Professor, Department of Anthropology, Tenured College of Literature, Science and the Arts | Ph.D. University of Pennsylvania, 1991 B.A. George Washington University, 1982 |
| Overseas Research Experience: Suriname, Mexico, Papua New Guinea, Marshall Islands, Solomon Islands Language Proficiency: Yonggom (3), Tok Pisin (3), Solomon Islands Pijin (3), Hiri Motu (1) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 15% | |
| Research/Teaching Specializations: Indigenous politics and the environment in the Pacific and the Amazon | Courses Taught: 2 Indigenous Political Movements; Encounters: Cultural Difference in the Modern World |
| Number of Dissertations Supervised: 24 | |
| Recent Publications: 8 Engaged Anthropology: Politics Beyond the Text. University of California Press. Forthcoming; Mining Capitalism: The Relationship between Corporations and their Critics. Berkeley: University of California Press. In Press; with Janet Richards. "The Myths of Osiris and Kamberap in Cross-Cultural Comparison" in Decorum and Experience: Essays on Ancient Culture for John Baines. E. Frood and A. McDonald, eds. Oxford: Griffith Institute, 2013; "Mining Industry Responses to Criticism" in Cash on the Table: Anthropological Perspectives on Markets and Morality, ed. Edward F. Fischer. Santa Fe, NM: School of Advanced Research Press, 2013; "Juridification of Indigenous Politics" in Law Against the State: Ethnographic Forays into Law's Transformations, eds. Julia Eckert, Brian Donahoe, Zerrin Özlem Biner, and Christian Strümpell. Cambridge Studies in Law and Society. Cambridge: Cambridge University Press, 2012 | |
| Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 2003-present Awards, Honors and Distinctions: Fellowship, Kellogg Institute for International Studies, University of Notre Dame, 2016; Fellowship, American Council of Learned Societies, 2010; ESRC-SSRC Collaborative Visiting Fellowship, University of Manchester, 2008 | |

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| John Knodel Emeritus Professor, Department of Sociology College of Literature, Science and the Arts Research Professor Emeritus, Institute for Social Research | Ph.D. Princeton University, 1965 M.A. Princeton University, 1963 A.B. Duke University, 1961 |
| Overseas Research Experience: Thailand, United Kingdom, Germany, Australia Language Proficiency: Thai (2) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100% | |
| Research/Teaching Specializations: Social demography in developing countries; Support systems for the elderly | Courses Taught: N/A |
| Number of Dissertations Supervised: N/A | |
| Recent Publications: 13 <i>The Situation of Thailand's Older Population: an update based on the 2014 survey of older persons in Thailand.</i> Chiang Mai: HelpAge International, 2015 "Aging in Myanmar." <i>The Gerontologist</i> . 2017 "Family Support for Older Persons in Thailand: Challenges and Opportunities" <i>University of Michigan Population Studies Research Report</i> . 2017; "Economic Status and Old-Age in Poverty-Stricken Myanmar." <i>Journal of Aging and Health</i> . 2015. with Zachary Zimmer, "Gender and well-being of older persons in Cambodia." in Theresa W. Devasahayam, ed. Gender and Ageing: Southeast Asian Perspectives, Singapore: Institute of Southeast Asian Studies, 2014.; with Vipap Prachuabmoh and Napaporn Chayovan. The Changing Well-being of Thai Elderly: An Update from the 2011 Survey of Older Persons in Thailand. Chiang Mai: HelpAge International, 2013; The situation of older persons in Myanmar: results from the 2012 survey of older persons. Yangon: HelpAge International Myanmar country office, 2013 | |
| Academic Experience: Post-Doc, Free University Berlin, 1965-1966; Research Staff/Associate & Visiting Staff, Princeton University, 1965-1971; Lecturer/Assistant Professor, Rutgers University, 1969-1971; Visiting Associate Professor, Brown University, 1974-1975; Associate/Full Professor, University of Michigan, 1975-2002 Awards, Honors and Distinctions: Rockefeller Foundation grant, 2001-2003; NIH grant, 2003-2008; Thai Research Collaboration Grant, University of Michigan, 2011-2012; Population Association of America Grant, 2013 | |

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| Emily Lawsin Lecturer IV, Women's Studies, non-Tenure Track Department of American Culture and Department of Women's Studies College of Literature, Science and the Arts | M.A. University of California, Los Angeles, 2000 |
| Overseas Research Experience: N/A Language Proficiency: Filipino (4) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 50% | |
| Research/Teaching Specializations: Filipina/o American history, literature, and communities; Oral histories; public histories; pinay power pedagogy; community service learning; spoken word performance poetry. | Courses Taught: 4 Filipino American Experience; Asians in American Film and Television; Asian/Pacific Islander American Women; Introduction to Asian/Pacific Islander American Studies |
| Number of Dissertations Supervised: N/A | |
| Recent Publications: 3 "Papa's Two Left Feet," <i>Beyond Lumpia, Pansit and Seven Manangs Wild; Stories from the Heart of Filipino Americans</i> , 2014; "No Moments of Silence," <i>Troubling Borders: An Anthology of Art and literature by Southeast Asian Women in the Diaspora</i> , 2014; "Where I Am From (Remix)," <i>Troubling Borders: An Anthology of Art and Literature by Southeast Asian Women in the Diaspora</i> , 2014 | |
| Academic Experience: Lecturer, University of Michigan, 2000-present Awards, Honors and Distinctions: Board of Trustees of the Filipino American National Historical Society (FANHIS). Volunteer with Detroit Summer, Detroit Chinatown Revitalization Committee, Detroit Asian Youth Project, Paaralang Pilipino Cultural School, Filipino Youth Initiative, Asian American Center for Justice, and the Japanese American History Project of Michigan. Member of Ma'arte Tribe Artists Collective. | |
| Victor Lieberman Raoul Wallenberg Distinguished University Professor of History, Tenured College of Literature, Science and the Arts | Ph.D. University of London, 1975 B.A. Yale University, 1967 |
| Overseas Research Experience: Malaysia, Indonesia, United Kingdom Language Proficiency: Burmese (3), French (3), Latin (2) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100% | |
| Research/Teaching Specializations: Southeast Asian | Courses Taught: 3 Southeast Asian Civilization; Pre-colonial Southeast Asia; Problems in Early SE Asian History |
| Number of Dissertations Supervised: 6 | |
| Recent Publications: 12 <i>Why was Nationalism European? Political Ethnicity in Southeast Asia and Europe c. 1400-1850</i> (forthcoming); "Ethnic Hatred and universal Benevolence: Political Ethnicity in Precolonial Myanmar—and Britain." <i>From Southeast Asian to Global History: Essays in Honor of Victor Lieberman</i> (forthcoming); "The Southeast Asian Mainland and the World Beyond: Rethinking Assumptions" <i>Asian Expansions: The Historical Experience of Polity Expansion in Asia</i> . 2014; With Brendan Buckley, "The Impact of Climate on Southeast Asia, c. 950-1820: New Findings," <i>Modern Asian Studies</i> , 46 (5): 1049-1096 (2012). | |
| Academic Experience: Teaching Fellow, Yale University, 1967-1968; Lecturer/Senior Lecturer, Hatfield Polytechnic, 1975-1980; Assistant/Associate/Full Professor, University of Michigan, 1984-present Awards, Honors and Distinctions: Golden Apple Award, for excellence in teaching (2014). Raoul Wallenberg Distinguished University Professorship in History (2013). Matthews Underclass Teaching Award, University of Michigan (2012). 2011 Journal of Asian Studies devoted special edition to Dr. Lieberman's scholarship. | |

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| Linda Lim Emeritus Professor of Strategy Stephen M. Ross School of Business | Ph.D. University of Michigan, 1978 M.A. Yale University, 1973 B.A. University of Cambridge, England, 1972 |
| Overseas Research Experience: Singapore, Thailand, Malaysia, Indonesia, Cambodia, Philippines, Myanmar Language Proficiency: Malay (2), Mandarin (1), French (1) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 50% | |
| Research/Teaching Specializations: International Trade, Investment and Exchange Rates, Multinational and local business in Southeast Asia, Globalization | Courses Taught: 3 World Economy; Business in Asia; Executive Education seminars on Business in Asia |
| Number of Dissertations Supervised: 3 | |
| Recent Publications: 46 Alumni of the University of Michigan MBA/MA in Asian Studies Program, Ann Arbor: Michigan Publishing 2018; Business, Government and Labor: Essays in the Economic Development of Singapore and Southeast Asia, Singapore: World Scientific Publishing, 2018 (424 pp.); Singapore's Economic Development: Retrospection and Reflections, Singapore: World Scientific Publications, 2016 (edited) (322 pp.); Four Chinese Families in British Colonial Malaya: Confucius, Christianity and Revolution, 3rd edition, 2014 (144 pp.); "The Haze and the Palm Oil Industry: Outline of a Class Discussion", in Euston Quah (ed.), Pollution Across Borders: Transboundary Fire, Smoke and Haze in Southeast Asia; Singapore: World Scientific Publishing, 2018; and 39 others | |
| Academic Experience: Assistant Professor, Swarthmore College, 1977-1980, Assistant/Associate/Full/Emerita Professor, University of Michigan, 1985-present Awards, Honors and Distinctions: Victor L. Bernard Teaching Leadership Award (2014). Board of Directors, Multi-Fineline Electronix with operations in Singapore, Malaysia, China, US (2008-present). Asia Society Board of Trustees (1998-2004). Michigan Governor's Commission on Asia and International Studies in the Schools (2001-02). | |

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| Donald Lopez Arthur E. Link Distinguished Professor of Buddhist Studies, Tenured Chair, Department of Asian Languages and Cultures College of Literature, Science and the Arts | Ph.D. University of Virginia, 1982 M.A. University of Virginia, 1977 B.A. University of Virginia, 1974 |
| Overseas Research Experience: India, Tibet Language Proficiency: Tibetan (4), Sanskrit (3), French (2), Spanish (2) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 50% | |
| Research/Teaching Specializations: Indian Buddhist scholastic philosophy; European encounters with Buddhism | Courses Taught: 4 Introduction to Buddhism; Buddhist Tantra; Introduction of Tibetan Buddhism; History of Asian Studies (mini-course) |
| Number of Dissertations Supervised: 8 | |
| Recent Publications: 23 <i>Hyecho's Journey: A Pilgrim in the Buddhist World</i> . Chicago: University of Chicago Press (forthcoming); <i>The Lotus Sutra: A Biography</i> . Princeton: Princeton University Press, 2016; "When Vehicles Collide: A Tibetan in Sri Lanka, 1941." <i>Himalayan Passages: Tibetan and Newar Studies in Honor of Hubert Decleer</i> . 2014; Norton Anthology of World Religions, Volume 1: Hinduism, Buddhism, Daoism. New York: W.W. Norton, November 2014; and 18 others | |
| Academic Experience: Instructor, University of Virginia, 1979-1980; Instructor/Assistant/Associate/Full Professor, Middlebury College, 1980-1989; Professor, University of Michigan, 1989-present Awards, Honors and Distinctions: Arthur F. Thurnau Professorship, 1998; Lumbini International Research Institute Fellowship, 2003; Distinguished University Professorship, 2005; John Simon Guggenheim Memorial Fellowship, 2006; Getty Research Institute Visiting Scholar, 2007; John H. D'Arms Faculty Award, University of Michigan, 2007; ACLS Collaborative Research Fellowship, 2009; NEH Summer Institute (project director), 2017; Humanities Collaboratory Grant (PI), University of Michigan, 2016-18 | |

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| Allan Lumba Assistant Professor of History Michigan Society of Fellows, Center for Southeast Asian Studies | Ph.D. University of Wash-Seattle, 2013; M.A. San Fran State University, 2007; B.A. Oregon State University, 2003; |
| Overseas Research Experience: Philippines Language Proficiency: Filipino (4) Percent of Time Devoted to Southeast Asia: 50% | |
| Research/Teaching Specializations: Philippines, Asian America, Southeast Asia, transpacific studies, comparative racial formation, political economy and political theory, imperial and colonial studies, knowledge production, and radical labor history. | Courses Taught: 1 Colonial Capitalism and U.S. Empire |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 3 “Imperial Standards: Colonial Currencies, Racial Capacities, and Economic Knowledge during the Philippine American War.” <i>Diplomatic History</i> [Internet]. In Press. 2014; “Monetary Authorities: Economic Policy and Policing in the American Colonial Philippines” (Book Manuscript).; In Preparation; “Book Review of Orientalists, Propagandists, and Ilustrados: Filipino Scholarship and the End of Spanish Colonialism, Megan C. Thomas”. <i>Southeast Asian Studies</i> . 2013 | |
| Academic Experience: Post-doc fellow, Harvard University's Charles Warren Center; Resident fellow, Newberry Library in Chicago and University of Michigan's Bentley Library; Assistant professor, Department of History, University of Michigan Awards, Honors and Distinctions: Distinguished Dissertation Award, Department of History Nominee, University of Washington Graduate School and ProQuest, 2013; Comparative Ethnic Studies Essay Prize Winner, American Studies Association Annual Conference, 2012; Esterline Graduate Student Paper Award, Second Prize, Asian Studies on the Pacific Coast Annual Conference, 2012; Diversity Travel Grant, Society for Historians of American Foreign Relations, 2013; Tom and Mary Kay Gething Travel Award, University of Washington, 2013 | |

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| Andrew J. Marshall Professor, Anthropology, Tenured College of Literature, Science and the Arts | B.A., Harvard University, 1996; M.A., Harvard University, 2000; Ph.D., Harvard University, 2004 |
| Overseas Research Experience: Indonesia, Malaysia Language Proficiency: Indonesian (5), Melayu (3), Malay (3), Spanish (2) Percent of Time Devoted to Southeast Asia: 75% | |
| Research/Teaching Specializations: Vertebrate evolutionary ecology; population biology and behavior; community ecology; tropical forest ecology; conservation biology; biological anthropology | Courses Taught: 2 Advanced Topics in Biology; Primate Conservation Ecology |
| Number of Dissertations Supervised: 7 Dissertations, 1 Theses | |
| Recent Publications: 40 “Investigating individual vocal signatures and small-scale patterns of geographic variation in female Bornean gibbon great calls,” <i>International Journal of Primatology</i> , 2017; “First integrative trend analysis for a great ape species in Borneo,” <i>Scientific Reports</i> , 2017; “Multiple ecological factors influence the location of proboscis monkey sleeping sites in West Kalimantan, Indonesia,” <i>International Journal of Primatology</i> , 2017; “Change in disturbance regime facilitates invasion by <i>Bellucia pentamera</i> Naudin at Gunung Palung National Park, Indonesia,” <i>Biological Invasions</i> , 2017; “Predicted distribution of the Malay Weasel <i>Mustela nudipes</i> on Borneo,” <i>Raffles Bulletin of Zoology</i> , 2016; “Predicted distribution of the Malay civet <i>Viverra zibetha</i> on Borneo,” <i>Raffles Bulletin of Zoology</i> , 2016 | |
| Academic Experience: Post-doc Fellow, Harvard University, 2004-2006; Assistant/Associate Professor, University of California-Davis, 2006-2014; Associate/Full Professor, University of Michigan, 2014-present Awards, Honors and Distinctions: Golden Apple Nominee, University of Michigan, 2016-2017; Course Award, University of California-Davis, 2012; Hellman Fellow, University of California-Davis, 2009-2010 | |

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| Mike McGovern Associate Professor, Anthropology, Tenured College of Literature, Science and the Arts | Ph.D., Emory University, 2004; M.St., University of Oxford, 1998; B.A., Columbia University, 1988; |
| Overseas Research Experience: Senegal, United Kingdom, Cambodia, Laos, Myanmar/Burma, Liberia, Zanzibar, Guinea, Zanzibar, Tanzania, China, Cote d'Ivoire, Sierra Leone, France Language Proficiency: French (5), Lomagui (4); Portuguese (3), Maninkakan (3), Pilaar (3), ShiNgazidja (3) Percent of Time Devoted to Southeast Asia: 50% | |
| Research/Teaching Specializations: Kinship, Folklore; post-colonial Africa and southeast Asia; politics of history; land use; agrarian studies; anthropology of food | Courses Taught: 1 Anthropologies of Insurgency: Bandits, Rebels, and Freedom Fighters |
| Number of Dissertations Supervised: N/A | |
| Recent Publications: 15 "The 2009 UN Commission of Inquiry in Guinea: Quick and Potent," <i>International Commissions: The Role of Commissions of Inquiry in the Investigation of International Crimes</i> (Forthcoming); <i>A Socialist Peace? Explaining the Absence of War in an African Country</i> , University of Chicago Press (forthcoming); "Liberty and moral ambivalence: post socialist transitions, refugee hosting, and bodily comportment in the Republic of Guinea," <i>American Ethnologist</i> , 2015 | |
| Academic Experience: Assistant/Associate Professor, Yale University, 2006-2012; Associate Professor, University of Michigan, 2012-present Awards, Honors and Distinctions: Arthur Greer Memorial Prize for Scholarship in the Social or Natural Sciences, 2011; Hilles Publication Fund Award, 2012; Amaury Talbot Prize, Royal Anthropological Institute, 2015; Wenner-Gren Post-PhD Research Grant, 2017-2018; National Science Foundation Senior Scholar Award, 2017-2020; Fulbright Award, 2018 | |

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| Carlos F. Mendes de Leon Professor, Public Health, Tenured School of Public Health | Ph.D., University of Texas, 1988 M.S., Radboud University of Nijmegen, 1983; B.S., Radboud University of Nijmegen, 1979; |
| Overseas Research Experience: Netherlands Language Proficiency: Dutch (5) Percent of Time Devoted to Southeast Asia: 25% | |
| Research/Teaching Specializations: Social epidemiology; epidemiology of aging; health disparities | Courses Taught: N/A |
| Number of Dissertations Supervised: N/A | |
| Recent Publications: 6 "do Local Social Hierarchies Matter for Mental Health? A Study of Neighborhood Social Status and Depressive Symptoms in Older Adults," <i>Journal of Gerontology</i> , 2016; "Occupational cognitive requirements and late-life cognitive aging," <i>Neurology</i> , 2016; "Absolute and Relative Socioeconomic Health Inequalities across Age Groups," <i>PLOS One</i> , 2016; "Cognitive decline and the neighborhood environment," <i>Annals of Epidemiology</i> , 2015; "Measuring disability, physical functions and cognitive abilities of adults: Survey enhancements and options for a new panel study," <i>Journal of Economic and Social Measurement</i> , 2015; "Increase in frailty of older workers and retirees predicted by negative psychosocial working conditions on the job," <i>Social Science & Medicine</i> , 2015; "Psychosocial influences in onset and progression of late life disability," <i>Journals of gerontology Social Sciences</i> , 2014 | |
| Academic Experience: Post-doc Fellowship, University of Limburg, 1988-1989; Post-doc Fellow, Yale University, 1989-1992; Assistant Professor, Yale University, 1992-1996; Associate/Full Professor, Rush University, 1996-2011; Professor, University of Michigan, 2011-present Awards, Honors and Distinctions: 2001 Ewald W. Busse Research Award in the Social Behavioral Sciences (International Association of Gerontology); 2010/2011 Journals of Gerontology: Social Sciences Award for Outstanding Editorial Board Service; 2009-11 Co-Investigator, "Risk Factors for Incident Alzheimer's Disease", National Institute on Aging | |

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| Victor Mendoza Associate Professor, Women's Studies, Tenured College of Literature, Science and the Arts | Ph. D. University of California, Berkeley, 2007 M.A. University of Illinois, U-Champ 2001 B.A. Muhlenberg College, 1998 |
| Overseas Research Experience: Spain Language Proficiency: Spanish (4), Tagalog (3) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 75% | |
| Research/Teaching Specializations: Queer-of-color and queer diaspora critique; critical race and ethnic studies; Asian American literature, culture, and history; transnational feminisms, postcolonial literature and theory | Courses Taught: 1 Asian American Literature |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 2 <i>Estimate Attachments: Colonianormativity, Racial Minorities, and the Future of Imperial Citizenship</i> (in progress); <i>Asian American Literature in Transition, Vol. IV: 1995 to the Present</i> , Cambridge University Press (in progress); <i>Metroimperial Intimacies: Fantasy, Racial-Sexual Governance, and the Philippines in United States Imperialism, 1899-1913</i> , 2015 | |
| Academic Experience: Chancellor's Post-doc Fellow, University of Illinois, Urbana-Champaign, 2007-2008; Visiting Assistant Professor, Gettysburg College, 2008-2009; Assistant/Associate Professor, University of Michigan, 2009-present; Awards, Honors and Distinctions: Mellon Faculty Research and Development Grant, Gettysburg College, 2008-2009; Rackham Graduate School Research Grant, University of Michigan, 2011; East of California Asian American Studies Junior Faculty Workshop, 2011; Honorable Mention, Woodrow Wilson Career Enhancement Fellowship, 2011; Office of the Vice President of Research and Literature, Sciences, and Arts Grant, University of Michigan, 2012; Institute for Research on Women and Gender Junior Faculty Scholar, University of Michigan, 2013 | |

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| Rafael Meza Assistant Professor, Public Health, Tenure-Track School of Public Health | Ph.D. University of Washington, 2006 B.Sc. Instituto Tecnológico Autónomo de México, 2000 |
| Overseas Research Experience: Thailand, Mexico, Canada Language Proficiency: Spanish (5) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25% | |
| Research/Teaching Specializations: Cancer risk assessment; analysis of cancer epidemiology data; cancers with infectious disease etiology; applied probability; statistical inference and dynamical systems | Courses Taught: 1 Field Methods in Epidemiology for Developing Countries |
| Number of Dissertations Supervised: 5 | |
| Recent Publications: 8 Virani S, Sriplung H, Rozek LS, Meza R. Escalating burden of breast cancer in Southern Thailand: analysis of 1990-2010 incidence and prediction of future trends. <i>Cancer Epidemiology</i> , in press; Meza R, ten Haaf K, Kong CY, Erdogan A, Hazelton WD, Black W, et al. Comparative Analysis of Five-Lung Cancer Natural History and Screening Models that Reproduce Outcomes of the NLST and PLCO Trials. <i>Cancer</i> , in press, 2014; Holford TR, Meza R, Warner KE, Meernik C*, Jeon J, Levy DT. Tobacco Control and the Reduction in Smoking-related Premature Deaths in the United States, 1964-2012. <i>JAMA</i> 311(2), 164-171, 2014.; de Koning H, Meza R, Plevritis S, ten Haaf K, et al. Benefits and harms of CT lung cancer screening strategies. A comparative modeling study for the U.S. Preventive Services Task Force. <i>Annals of Internal Medicine</i> 160(5), 311-320, 2014. | |
| Academic Experience: Post-Doctoral Fellow, University of British Columbia Centre for Disease Control, 2008-2011; Assistant Professor, University of Michigan, 2011-present Awards, Honors and Distinctions: Boeing Award of Excellence, 2004; Honorary Professorship, Mexico national Institute of Public Health, 2014; SNI Level II, Mexico National System of Investigators, 2016 | |

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| Meredith Miller Assistant Professor, Architecture, Tenure-Track Alfred Taubman College of Architecture and Urban Planning | M.Arch Princeton University, 2006 B.S. Arch University of Virginia, 2001 |
| Overseas Research Experience: Indonesia, Thailand Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 15% | |
| Research/Teaching Specializations: Architecture and ecology; Composite material | Courses Taught: 1 Jakarta/Bangkok: Travel Research Studio |
| Number of Dissertations Supervised: 3 | |
| Recent Publications: 12 “Post Rock: Material and Medium,” <i>Lineament: Materiality, Geometry and Representation in Architecture</i> , 2017; “Views from the Plastisphere: A Preface to Post Rock Architecture,” <i>Climates: Architecture and the Planetary Imaginary</i> , 2016; “Detroit Reassembly Plant,” <i>Log 37: catalog</i> , 2016; “A-bomb tests linked to Tornadoes? A Case for What Makes Weather,” <i>Scapegoat: Architecture, Landscape, Political Economy</i> , 2015; “Seals, Joints, Seams, Leaks; Detailing the Architecture of Sanctuary,” <i>Journal of Architectural Education</i> , 2014; <i>Jakarta: Architecture + Adaptation</i> , Universitas Indonesia Press, 2013 | |
| Academic Experience: Adjunct Professor, Wentworth Institute of Technology, 2008; Instructor, Columbia University, 2011; A. Alfred Taubman Teaching Fellow, University of Michigan, 2009-2010; Lecturer/Assistant Professor, University of Michigan, 2010-present Awards, Honors and Distinctions: Princeton university Graduate Fellowship, 2002-2004; ACSA Faculty Design Award Honorable Mention, 2016; Adrian Smith Prize, Ragdale Foundation, 2017 | |

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| Gunalan Nadarajan Dean and Professor, Art and Design, Tenured Penny W. Stamps School of Art and Design | M.S. National University of Singapore, 1997 M.A. University of Warwick, 1994 B.A. National University of Singapore |
| Overseas Research Experience: Singapore, United Kingdom, Japan, Indonesia Language Proficiency: Malay (5) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25% | |
| Research/Teaching Specializations: Intersections of art, science, and technology; collaborative research | Courses Taught: N/A |
| Number of Dissertations Supervised: N/A | |
| Recent Publications: 4 <i>Handbook of Visual Culture</i> , Berg, 2012; <i>Place Studies in Art, Media, Science and Technology: Historical Investigations on the Sites and Migration of Knowledge</i> , 2009; “Social Formations of Global Media Art,” <i>Media Arts: Practice, Institutions, Histories</i> , 2009; “Singapore Container,” <i>Pacific Rim New Media Summit</i> , 2006 | |
| Academic Experience: Lecturer, National university of Singapore, 1991-1996; Senior Lecturer, Lasalle College of the Arts, 1996-2000; Dean, Lasalle College of the Arts 2001-2004; Associate Dean and Professor, Pennsylvania State University, 2005-2008; Vice Provost, Maryland Institute College of Art, 2008-2012; Dean, University of Michigan, 2012-present Awards, Honors and Distinctions: Fellow, Royal Society of Arts, 2004-present | |

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| Shyamala Nagaraj Lecturer II, Statistics, Non-Tenure Track College of Literature, Science and the Arts | Ph. D. University of Pennsylvania, 1985 M. Econ. University of Malaya, 1975 B. Econ. University of Malaya, 1972 |
| Overseas Research Experience: Malaysia Language Proficiency: Malay (5) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 50% | |
| Research/Teaching Specializations: Statistical model-building for time series; application of statistics to labor, education, population, women, mortality, wastewater treatment plant performance | Courses Taught: N/A |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 4 “Malaysia Adolescents Not in School: the Nexus of Education, Work, and Gender,” <i>Malaysian Journal of Economic Studies</i> , 2016; “Gender Imbalance in Educational Attainment and Labour Market Dynamics: Evidence from Malaysia,” <i>Malaysian Journal of Economic Studies</i> , 2014; “Dato’ Dr. Mahani Zainal Abidin: A Tribute,” <i>Malaysia Journal of Economic Studies</i> , 2014; “Does Reputation matter? Case study of undergraduate choice at a premier university,” <i>Asia-Pacific Education Researcher</i> , 2013 | |
| Academic Experience: Lecturer/Associate/Full Professor, University of Malaya, 1975-2008; Senior Research Fellow, University of Malaya, 2009; Lecturer I/II, University of Michigan, 2009-present Awards, Honors and Distinctions: Gold, silver and bronze medals for research in various areas, University of Malaya (2005-2009). Chapter on prostitution in Malaysia written with Siti Rohani Yahya in the book that won the 1998 International Nike Award at the Frankfurt Book Fair: Lin-Lean Lim (ed.): <i>The Sex Sector: Economic and Social Bases of Prostitution in Malaysia</i> . Geneva: ILO, 1998. | |

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| Susan Yukie Najita Associate Professor, English, Tenured College of Literature, Science and the Arts | Ph.D. University of California, Santa Barbara, 2001 M.A. University of Hawai’i Manoa, 1995 B.S. University of Wisconsin- Madison, 1989 University of Hawai’i at Manoa, 1983-1985 |
| Overseas Research Experience: Aotearoa/New Zealand Language Proficiency: French (3), Spanish (3), Japanese (3), Hawaiian (3) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 15% | |
| Research/Teaching Specializations: Asian American and Pacific Islanders; postcolonial studies; visual culture; language studies; ecocriticism | Courses Taught: 4 Topics in American Culture: Fall and Rise of American Empire; Pacific Literary and Cultural Studies; Green Indigeneity; Studies in World Literatures in English: Empire, Violence, and Narrative in A/P |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 8 <i>In the Name of the Public: Place, Colonialism, and the Making of Hawaii Volcanoes National Park</i> (in progress); “Land, History and the Law: Constituting the ‘Public’ through Environmentalism and Annexation,” <i>Oceanic Archives and transnational American Studies</i> (in progress); “Annexation and the Environment: Writing, Reading, Reanimating ‘Aina,” <i>Anglo-American Imperialism and the Pacific: Discourses of Encounter</i> , 2016; “Pacific Studies and Oceania,” <i>Blackwell Encyclopedia of Postcolonial Studies</i> , 2016; “Oceania,” <i>Routledge Companion to Asian American Literature</i> , 2014; “Pacific Literature,” <i>Literature: A World History</i> , 2014 | |
| Academic Experience: Assistant/Associate Professor, University of Michigan, 2001-present Awards, Honors and Distinctions: Cota-Robles Scholarship, University of California-Santa Barbara, 1997-1999; Fee Fellowship, University of California-Santa Barbara, 1999-2000; Pacific Rim Research Fellowship, University of California, 2000-2001; Science of Learning Colloquium Fellow, University of Michigan, 2009-2010; Michigan Humanities Award, University of Michigan, 2010-2011; Associate Professor Support Fund, 2012 | |

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| Richard L. Neitzel Associate Professor, Public Health, Tenured School of Public Health | Ph.D., University of Washington, 2009 M.S., University of Washington, 1998 B.S., University of Southern California, 1996 |
| Overseas Research Experience: N/A Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: 25% | |
| Research/Teaching Specializations: Occupational health; environmental health | Courses Taught: 3 The Environment and Human Health; Global Health and Electronic Waste Recycling; Current Issues in Exposure Science |
| Number of Dissertations Supervised: 14 Dissertations, 7 Theses | |
| Recent Publications: 45 “Predicting exposures to Respirable Silica from Noise Exposures among Stone Processing Workers in Northern Thailand,” <i>Journal of Occupational Environmental Hygiene</i> , 2018; “Evaluating the Risk of Noise-Induced Hearing Loss Using Different Noise Measurement Criteria,” <i>Annals of Work Exposures and Health</i> , 2018; “Development of a Job Exposure Matrix for Noise in the Swedish Soft Tissue Paper Industry,” <i>Annals of Work Exposures and Health</i> , 2018; “Assessing Hearing Conservation Program Effectiveness: Results of a multi-site assessment,” <i>Journal of Occupational Environmental Medicine</i> , 2018; and 40 others | |
| Academic Experience: Research Scientist, University of Washington, 2000-2011; Assistant/Associate Professor, University of Michigan, 2011-present Awards, Honors and Distinctions: Interprofessional Leadership Fellow, University of Michigan, 2018; Public Health Excellence in Teaching Award, University of Michigan, 2017; Fellow, American Industrial Hygiene Association, 2015; Project Team Award, American Industrial Hygiene Association, 2012; Research Award, National Institute for Occupational Safety and Health, 2011 | |

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| Gayl Ness Professor Emeritus of Sociology College of Literature, Science and the Arts | Ph.D. University of California, Berkeley, 1961 M.A. University of California, Berkeley, 1957 B.A. University of California, Berkeley, 1954 |
| Overseas Research Experience: Malaysia, Thailand, Indonesia, Vietnam, Philippines Language Proficiency: Danish (3), Malay (2), French (2) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100% | |
| Research/Teaching Specializations: Economic development; population; environmental change | Courses Taught: 2 Introduction to Southeast Asian Studies; Contemporary Social Issues in Southeast Asian Studies |
| Number of Dissertations Supervised: 5 | |
| Recent Publications: 5 “Introduction,” in Ogawa, Nohiro and Iqbal H. Shah, eds., <i>Low Fertility and reproductive Health in East Asia</i> , (Dordrecht: Springer), 2015.; “Economic Gardening: Promoting Local Economic Development,” in Kamnuansilpa, Peerasit and Charles L. Simpson, eds., <i>Public Management and the Blue Economy</i> . November 2013; Thailand Decentralizes: Local Views, with Peerasit Kamnuansila, Supawatanakorn Wongthanavas, Hirofumi Ando, (Khon Kaen, Thailand: College of Local Administration), 2013; With Steven R. Brechin, “Looking Back at the Gap: International Organizations as Organizations Twenty-Five Years Later” <i>Journal of International Organizations Studies</i> , 2013; “Thailand’s Decentralization: Global Forces and Local Conditions,” in Peerasit Kamnuansipa and Bonnie P. Brereton, eds, <i>Local Governments in a Global Context</i> , (Khon Kaen, Thailand: College of Local Administration, 2012 | |
| Academic Experience: Post-Doc, Institute of current World Affairs, 1961-1964; Professor of Sociology, University of Michigan 1972-96, Professor Advanced Research Institute for Science and Humanities, Nihon University, Tokyo, 2005. Awards, Honors and Distinctions: Member, International Advisory Committee, Asian Urban Information Center of Kobe, Japan (1989- present). Advisor, United Nations Committee on the United Nations Population Award (1983-1999). Consultant, United Nations Population Fund (UNFPA), (1977-1999). | |

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| Thuy-Anh Thi Nguyen Lecturer II, Asian Languages and Cultures, Non-Tenure Track College of Literature, Science and the Arts | M.A. University of Wisconsin, Madison, 2005 B.A. Hanoi University of Foreign Studies, 1996 |
| Overseas Research Experience: Vietnam Language Proficiency: Vietnamese (5) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100% | |
| Research/Teaching Specializations: Vietnamese Language Education | Courses Taught: 6 First Year Vietnamese (Semesters 1 and 2); Second Year Vietnamese (Semesters 1 and 2); Advanced Vietnamese (Semesters 1 and 2) |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 2 “Global Intercultural Experience for Undergraduates as an alternative way of education: A case of exchange program in Vietnam.” International Conference on Interdisciplinary Research Studies, 2015; “Using Technology in Language classrooms: Making full use of Google Applications in Task-Based Teaching and Testing.” Western Conference of the Associations of Asia Studies, 2014 | |
| Academic Experience: Language Instructor, Hanoi University, 1996-2002; Language Instructor, United Nations International School, 1997-1999; Lecturer, University of Wisconsin-Madison, 2002-2006; Lecturer, Hanoi University, 2006-2007; Lecturer II, University of Michigan, 2007-present Awards, Honors and Distinctions: Grant for Study Abroad to Vietnam, Center for Global and Intercultural Studies, University of Michigan (2008-2013). ISAC Vietnam group travel grant, Office of International Program, University of Michigan (2009). Lecturers’ Professional Development Grants, by Center for Research on Learning and Teaching, University of Michigan (2009). | |
| Amy Nguyen-Chyung Assistant Professor, Business, Tenure Track Stephen M. Ross School of Business | Ph.D. University of California, Berkeley, 2013 M.S. University of California, Berkeley, 2012 M.P.A. Princeton University, 2000 M.B.A. University of Pennsylvania, 1999 B.A. Harvard University, 1994 |
| Overseas Research Experience: Thailand, South Korea, Vietnam Language Proficiency: Vietnamese (4), Korean (1), Japanese (1), Spanish (1) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25% | |
| Research/Teaching Specializations: Entrepreneurship; strategy; consequences of heterogeneity among young firms and entrepreneurs | Courses Taught: 2 International Management; Global Strategy |
| Number of Dissertations Supervised: 2 | |
| Recent Publications: 3 “Why Some Entrepreneurs are More Entrepreneurial than Others: Talent, Risk Attitudes and Overconfidence,” (in progress); “Follow the Sun: Value Chain Positioning in an Emerging Industry,” (in progress); <i>Kauffman State of the Field: Entrepreneurship – Institutions and Environment</i> , 2016 | |
| Academic Experience: Assistant Professor of Strategy, 2013- Present, Stephen M. Ross School of Business, UMich Awards, Honors and Distinctions: National Science Foundation Graduate Research Fellowship Honorable Mention, 2008; Eugene Cota-Robles Fellowship, 2007-2009; Levi Strauss Small Grant, 2009; Crawford Research Assistantship, 2009-2010; Dean’s Research fellowship, 2010; Sylvan C. and Pam Coleman Memorial Fellowship, 2012; UC Berkeley Distinguished Graduate Fellow, 2012; NFIB Dissertation Award Finalist, 2014; Ewing Marion Kauffman Foundation Research Grant, 2015; Golden Apple Teaching Award Nominee, University of Michigan, 2017 | |

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| Abe Markus Nornes Professor of Asian Cinema, Screen Arts and Cultures, Tenured College of Literature, Science and the Arts | Ph.D., University of Southern California, 1996 M.A., University of Southern California, 1990 B.A., St. Olaf College, 1986 |
| Overseas Research Experience: China, Japan Language Proficiency: Japanese = 4 Percent of Time Devoted to Southeast Asia: 15% | |
| Research/Teaching Specializations: East Asian Cinema; Japanese film | Courses Taught: 2 Topics in Asian Studies; Seminar in the Theory and Practice of Documentary |
| Number of Dissertations Supervised: 6 | |
| Recent Publications: 9 “A Visible Hidden Camera: The Anything-Goes Ethos of China’s Renegade Documentarists,” ed. Zhang Zhen and Angela Zito, Title TBA, forthcoming.; “The East: Asian Documentary,” ed. Brian Winston, The BFI Companion to Documentary (London, BFI, forthcoming); “Yamagata—Asia—Europe: The International Film Festival Short-Circuit,” ed. Daisuke Miyao, Oxford University Press, forthcoming; “Teaching Audio Visual Translation,” <i>Teaching Translation: Programs, Courses, Pedagogies</i> , 2016; “Collective Wisdom,” <i>Sight & Sound</i> , 2016; and 4 others | |
| Academic Experience: Lecturer, Colby College, 1995; Lecturer, Vanderbilt University, 1996; Assistant/Associate/Full Professor, University of Michigan, 1996-present Awards, Honors and Distinctions: Korea Foundation Research Grant, 2000; Faculty Career Development Award, 2002; Center for Japanese Studies Research Grant, University of Michigan, 2003; Freeman Pan-Asian Course Development Award, University of Michigan, 2003; Japan Foundation Research Fellow, 2004-2005; Edwin R. Reischauer Visiting Professor, Harvard University, 2008-2009; Taiwan Fellowship, Ministry of Education, Taiwan, 2011; Fulbright Research Fellow, 2014-2015 | |

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| Sela Panapasa Assistant Research Scientist, Research Center for Group Dynamics Institute for Social Research | Ph.D., Brown University, 1995-2000 M.A., Brown University 1988-1995 M.S., Johnson & Wales, Uni 1986-1988 B.S., Johnson & Wales Uni, 1982-1986 |
| Overseas Research Experience: N/A Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: 25% | |
| Research/Teaching Specializations: Family support and intergenerational exchanges among aged Pacific Islanders living in the US and Pacific region; Elderly | Courses Taught: N/A |
| Number of Dissertations Supervised: Co-chaired 2 dissertations | |
| Recent Publications: 13 Miles-Richardson, S., B. Duran, S. Panapasa, C. Washington. Plenary Panel: The Minority Health Perspective. <i>Journal of Healthcare, Science and the Humanities</i> ; V(2): 31-46. 2015; Panapasa, S., H. Jaber, J. Juarez, D. Loudner, L.A. McGee, B. Miller, V.K. Pang, C. Patterson, S. Snowdon. 'Small Populations in the American Community Survey Working Group Report.' Prepared for the US Census Bureau by the National Advisory Committee on Racial, Ethnic and Other Populations (NAC) 2014 | |
| Professional Experience: Lecturer II, Department of Sociology, University of Michigan, 2002-2003; Research Investigator Survey Research Center, University of Michigan 2003-06; Assistant/Associate Research Scientist, Research Center on Group Dynamics, University of Michigan 2006-present Awards, Honors and Distinctions: 2010 American Association for Cancer Research (AACR) Minority Scholar in Cancer Research Award; 2011 Health Disparities Leadership Award, New York University School of Medicine Center for the Study of Asian American Health and the Asian Pacific Islander American Health Forum; 2013 Stars of Oceania Health Leadership Award, University of Hawaii, Pacific Business Center Program; 2016 Nominee, Robert Wood Johnson Foundation Health Equity Award, Asian Pacific Islander Caucus, American Public Health Association | |

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| Cyrus J. Peñarroyo Lecturer I, Architecture, Non-Tenure Track Taubman College | M.Arch., Princeton University, 2013; B.S., University of Illinois-Chicago, 2010; |
| Overseas Research Experience: Spain Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: 10% | |
| Research/Teaching Specializations: Image culture | Courses Taught: 1 Spring Travel Seminar, “Intensities” (Travel to Hanoi, and Manila) |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 13 “Subtractive Urbanism,” <i>Architecture is All Over</i> (in progress); “BLDG_DRWG,” <i>Dimensions</i> 30, 2017; “Malling in Manila,” <i>Safety Not Guaranteed</i> , 2016; “The Hype Williams Effect,” <i>CLOG: Guggenheim</i> , 2015; “Time Sheets,” <i>Pidgin</i> 18, 2014; “Banham + Pulp,” <i>CLOG: Sci-Fi</i> , 2013; “Transgressing Transdisciplinarity,” <i>Fresh meat Journal</i> 6, 2013; “The Architecture of Impunity,” <i>Pidgin</i> 15, 2013; “Borders: A Conversation,” <i>Pidgin</i> 13/14, 2012 | |
| Professional Experience: Assistant Instructor, Columbia University, 2014; William Muschenheim Fellow, University of Michigan, 2015-2016; Lecturer I, University of Michigan, 2016-present Awards, Honors and Distinctions: Ii Experiential Learning Fund, University of Michigan International Institute, 2016; William Muschenheim Fellowship, University of Michigan, 2015-2016; Alpha Rho Chi medal, Princeton University, 2013; Juror Citation, Ken Roberts Memorial Delineation Competition, 2010; Pella Fellowship Prize, University of Illinois-Chicago, 2010; Schneider-Kahn Scholarship, University of Illinois-Chicago, 2008-2010; talen Tuition Award, University of Illinois-Chicago, 2007-2010; Hallmark Family Foundation Scholarship, 2006-2010 | |

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| Esperanza Ramirez-Christensen Professor Emerita, Department of Asian Languages and Cultures College of Literature, Science and the Arts | Ph.D. Harvard University, 1983 M. A. University of California, Berkeley, 1973 B.A. University of the Philippines, 1966 |
| Overseas Research Experience: Philippines Language Proficiency: Filipino (5), Japanese (3), Danish (2), Classical Chinese (2), Spanish (2), French (2) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100% | |
| Research/Teaching Specializations: Japanese literature, culture, and classical languages; Philippine literature and U.S.-Philippine cultural relations; poetics and literary theory; gender and women’s studies; colonial subjectivities | Courses Taught: N/A |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: “Japanese Poetics” entry in <i>The Princeton Encyclopedia of Poetry and Poetics</i> , eds. Roland Greene et al. Princeton University Press, 2012. “The Tale of Genji,” entry for <i>Oxford Encyclopedia of Women in World History</i> , eds. Bonnie G. Smith et al. Oxford University Press, 2008; Emptiness and Temporality: Buddhism and Japanese Poetics. Stanford University Press, 2008; trans., <i>Murmured Conversations: A Treatise on Poetry and Buddhism</i> by the Poet-Monk Shinkei. Stanford University Press, 2008. | |
| Academic Experience: Instructor, University of the Philippines, 1966-1968; Teaching Fellow, Copenhagen University, 1974-1976; Teaching Fellow, Harvard University, 1980-1982; Instructor/Assistant Professor, Smith College, 1982-1987; Assistant/Associate/Full/Emerita Professor, University of Michigan, 1987-present Awards, Honors and Distinctions: Member, Philippine Studies Committee, CSEAS (2008-2011). US-Japan Friendship Commission Translation Prize for Japanese Literature, 2009. University of the Philippines Alumni Association of America Distinguished Alumna Award in Education, 2009. Edwin O. Reischauer Visiting Professor of Japanese Studies, Harvard University, 2005-06. Faculty Fellowship, Institute for the Humanities, University of Michigan, 1999-2000. | |

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| Steven Ratner Bruno Simma Collegiate Professor of Law School of Law | M.A. Graduate Institute of International Studies, Geneva, 1993 J.D. Yale University, 1986 A.B. Princeton University, 1982 |
| Overseas Research Experience: Switzerland, Australia, Japan, Qatar Language Proficiency: French (4), Spanish (2) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25% | |
| Research/Teaching Specializations: International Law, International Human Rights, Ethnic and Territorial Conflict | Courses Taught: 3 Impact of Human Rights on International Law; Transnational Law Colloquium; International Law Fundamentals |
| Number of Dissertations Supervised: 2 | |
| Recent Publications: “International Law,” <i>The Oxford Handbook of Global Justice</i> , 2018; “War/Crimes and the Limits of the Doctrine of Sources,” <i>The Oxford Handbook of the Sources of International Law</i> , 2017; “Compensation for Expropriations in a World of Investment Treaties: Beyond the Lawful/Unlawful Distinctions,” <i>American Journal of International Law</i> , 2017; “Complicity and compromise in the Law of Nations,” <i>Criminal Law and Philosophy</i> , 2016; <i>The Thin Justice of International Law: A Moral Reckoning of the Law of Nations</i> . Oxford: Oxford University Press, 2015 | |
| Academic Experience: Adjunct Professor, Yeshiva University, 1992-1993; Assistant/Full Professor, University of Texas, 1993-2004; Professor, University of Michigan, 2004-present | |
| Awards, Honors and Distinctions: Bruno Simma Collegiate Professorship; Fulbright Senior Fellow | |

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| Nicholas Rine Professor, Law, Tenured Director, Program for Law and Development in Cambodia School of Law | J.D. Wayne State University Law School, 1973 B.A. Wayne State University College of Liberal Arts, 1969 |
| Overseas Research Experience: Cambodia Language Proficiency: French (2); Khmer (1) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25% | |
| Research/Teaching Specializations: Clinical law; ethics; development | Courses Taught: Critical Issues in Law and Development |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: with L.U. Meng. Professional Responsibility. Cambodian Legal Textbook Series. Phnom Penh: Community Legal Education Center, 2000. (In Khmer and English). | |
| Academic Experience: Professor, University of Michigan, 1989-present | |
| Awards, Honors and Distinctions: Director of Michigan Law's Program for Cambodian Law and Development; Fulbright, University of Law and Economics in Phnom Penh, 2000; Serves on the board of directors of Legal Aid of Cambodia and on the U-M President's Advisory Committee on Labor Standards and Human Rights | |

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| Priscilla Rogers Associate Professor, Business, Tenured Stephen M. Ross School of Business | Ph.D. University of Michigan, 1986 M.A. Western Michigan University, 1971 B.S. Western Michigan University, 1971 |
| Overseas Research Experience: Singapore Language Proficiency: German (1) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 50% | |
| Research/Teaching Specializations: Business and technical communications; Cross-cultural communications in Asia; Global multidisciplinary action projects | Courses Taught: 1 Writing and Speaking for the Global Manager |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 2 <i>Negotiating paradoxes in dyadic service communications: Solidarity and efficiency strategies in call center interactions</i> (in progress); <i>What do formal communications contribute to knowledge work?</i> (in progress); with C. Clark, U. Murfett, and S. Ang. "Is Empathy Effective for Customer Service?" <i>Journal of Business and Technical Communication</i> 27(2): 123-153 (2013). | |
| Academic Experience: Lecturer/Assistant/Associate Professor, University of Michigan, 1982-present; Visiting Professor, Helsinki School of Economics, 1991-2002; Senior Fellow, Nanyang Technological University, 2000-2008 Awards, Honors and Distinctions: Outstanding Researcher Award, Association of Business Communications, 1999; Best Article on Philosophy or Theory of Technical or Scientific Communication, National Council of Teachers of English, 2004; Best Article in Journal of Business Communication Award, Association for Business Communication 2007 | |
| Laura Rozek Associate Professor, Public Health, Tenured School of Public Health | PhD. University of Michigan, 2005 M.A. University of Michigan, 2005 M.S. University of Washington, 1999 B.S. University of Notre Dame, 1994 |
| Overseas Research Experience: Israel, Egypt, Canada, Thailand Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 50% | |
| Research/Teaching Specializations: Cancer in Thailand; epidemiology and population dynamics in Southeast Asia | Courses Taught: N/A |
| Number of Dissertations Supervised: 25 | |
| Recent Publications: 29 "Childhood Cancer Incidence and Survival in Thailand: A Comprehensive Population-Based Registry Analysis, 1990-2011," <i>Pediatric Blood & Cancer</i> (in progress); "Ethnic Disparity in Breast Cancer Survival in Southern Thai Women," <i>Cancer Epidemiology, Biomarkers & Prevention</i> (in progress); "Global DNA methylation (LINE-1) associated with exposure to arsenic-contaminated environment and with type of arsenical skin lesions in Thailand," <i>Environmental Research</i> (in progress); "Family History of cancer and head and neck cancer survival," <i>Laryngoscope</i> , 2017; "Nine Mesoamerican Countries Metabolic Syndrome Study Group," <i>American Journal of Human Biology</i> , 2017; "Iodine deficiency and thyroid cancer trends in three regions of Thailand," <i>Cancer Epidemiology</i> , 2016; "Differences in Childhood Leukemia Incidence and Survival between Southern Thailand and the United States: A Population-Based Analysis," <i>Pediatric Blood Cancer</i> , 2015; and 22 others | |
| Academic Experience: Assistant/Associate Professor, University of Michigan, 2008-present Awards, Honors and Distinctions: Genomic Sciences Training Grant, University of Michigan, 2000-2003; Research Award, University of Michigan, 2004 | |

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| Carla Sinopoli Professor of Anthropology Director of the Museum of Anthropology College of Literature, Science and the Arts | Ph.D. University of Michigan, 1986 M.A. University of Michigan, 1979 B.A. State University of New York, 1978 |
| Overseas Research Experience: Taiwan, India Language Proficiency: Spanish (3), French (1), Kannada (1) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25% | |
| Research/Teaching Specializations: Archaeology of South Asia; Material Culture; Empires and early states | Courses Taught: 1 Early Civilizations |
| Number of Dissertations Supervised: 9 | |
| Recent Publications: 7 <i>Approaches to Archaeological Ceramics</i> , Springer Publishing (in progress); <i>Object Lessons and the Formation of Knowledge; University of Michigan Museums, Libraries and Collections, 1817-2017</i> , University of Michigan Press, 2017; "The city in the state," <i>Archaeology, Civilization, and Large-Scale History</i> , 2015; "The distribution of power: hierarchy and its discontents," <i>The Cambridge History of the World, Vol 3: Early Cities and Comparative History</i> , 2015; "Ancient South Asian cities in their regions," <i>The Cambridge History of the World, Vol 3: Early Cities and Comparative History</i> , 2015; and 1 other | |
| Academic Experience: Adjunct Assistant Professor, University of Michigan, 1989; Assistant Professor, University of Wisconsin-Milwaukee, 1989-1993; Assistant/Associate/Full Professor, University of Michigan, 1993-present Awards, Honors and Distinctions: Weatherhead Fellowship, School of American Research, 1986-1987; Research Fellowship, American Institute of Indian Studies, 1988; National Endowment for the Humanities Stipend, 1992; Henry Russel Award, University of Michigan, 1997; Fellowship for University Teachers, National Endowment for the Humanities, 1998-1999; Senior Fellow, Michigan Society of Fellows, 2006-2010; Visiting Scholar, Academic Sinica, 2013 | |

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| Dan Slater Professor, Political Science, Tenured College of Literature, Science and Arts | Ph.D., Emory University, 2005 M.A., University of Washington, 1996 B.A., University of Wisc-Madison, 1994 |
| Overseas Research Experience: India, Malaysia, South Korea, China, Singapore, Burma, Australia, Indonesia, Fiji, Pakistan Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: 100% | |
| Research/Teaching Specializations: Comparative politics; international relations and world politics | Courses Taught: 1 Selected Topics in Political Science |
| Number of Dissertations Supervised: 5 | |
| Recent Publications: 25 "Violent Origins of Authoritarian Variation: Rebellion Type and Regime Type in Cold War Southeast Asia," <i>Government and Opposition</i> , 2018; "Democratizing Singapore's Developmental State," <i>The Limits of Authoritarian governance in Singapore's Developmental State</i> , 2018; "Dead but not gone: Legacies of Imperialism, Communism, and Authoritarianism," <i>Annual Review of Political Science</i> , 2018; "Making Godly Nations: Church-State Pathways in Poland and the Philippines," <i>Comparative Politics</i> , 2018; "Game for Democracy: Authoritarian Successor Parties in Developmental Asia," <i>Life After Democracy: Authoritarian Successor Parties Worldwide</i> , 2018; and 19 others | |
| Academic Experience: Assistant/Associate Professor, University of Chicago, 2005-2017; Professor, University of Michigan, 2017-present Awards, Honors and Distinctions: Director of the Weiser Center for Emerging Democracies, 2017; Honorable Mention, Barrington Moore Best Book Award, American Sociological Association, 2011; Finalist, Bernard Schwartz Book Award, Asia Society, 2011; Alexander George Award for Best Article, American Political Science Association, 2010; Best Article Award, American Political Science Association, 2010; Sage Paper Award, American Political Science Association, 2009; Best Article Award, American Political Science Association, 2009; Sage Paper Award, American Political Science Association, 2008 | |

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| Scott Stonington Assistant Professor, Anthropology, Tenure-Track College of Literature, Science and Arts | Ph.D., University of California-San Francisco and Berkeley, 2009 M.D., University of California-San Francisco, 2011 B.S., Stanford University, 2000 |
| Overseas Research Experience: Thailand Language Proficiency: Thai (4), Spanish (3), French (3) Percent of Time Devoted to Southeast Asia: 100% | |
| Research/Teaching Specializations: Buddhism; Death and dying; Anthropology of ethics | Courses Taught: Concepts in Global Health; The Globalization of Biomedicine; The End of Life in Cross-Cultural Perspective |
| Number of Dissertations Supervised: 5 dissertations, 3 theses | |
| Recent Publications: 7 <i>The Spirit Ambulance: Life, Death, and Ethical Tension in Thailand</i> . Ithaca: Cornell University Press (under review); "On the (f)utility of pain." <i>The Lancet</i> , 2015; "Locating global health in social medicine." <i>Global Public Health</i> , 2014 | |
| Academic Experience: Post-Doc, Harvard Medical School, 2014-2015; Scholar in Residence, Five College Consortium, 2016; Assistant Professor, University of Michigan, 2016-present Awards, Honors and Distinctions: 2017-2019 Open Society Foundation Project Grant; 2016-2017 Center for Southeast Asian Studies Faculty Development Grant (UMich); 2016 ADVANCE Book Development Fellowship (UMich); 2014-2015 Blakemore-Freeman Fellowship for Advanced Asian Language Study; 2009-2010 Robert Wood Johnson Foundation Health and Society Scholars Pilot Research Grant; 2008-2009 Fletcher-Jones Dissertation Fellowship; 2008-2009 Pacific Rim Research Program Dissertation Fellowship | |
| Joline Uichanco Assistant Professor, Business, Tenure-Track Ross School of Business | Ph.D., Mass Institute of Tech, 2013 M.S., National Uni of Singapore, 2008 M.S., Mass Institute of Tech, 2008 B.Sc., National University of Singapore, 2006 |
| Overseas Research Experience: Singapore, Switzerland Language Proficiency: Filipino (5) Percent of Time Devoted to Southeast Asia: 15% | |
| Research/Teaching Specializations: Revenue management, Omni-Channel retail; e-commerce; data-driven decision-making; inventory management; humanitarian operations | Courses Taught: N/A |
| Number of Dissertations Supervised: 2 (expected graduation 2019 and 2020) | |
| Recent Publications: 6 "Data-driven pricing for new products," (in progress); "Distributionally robust for new products," (in progress); "Asymmetry and ambiguity in newsvendor models," <i>Management Science</i> (forthcoming); "The data-driven newsvendor problem: New bounds and insights," <i>Operations Research</i> , 2015; "Business analytics for flexible resource allocation under random emergencies," <i>Management Science</i> , 2014 | |
| Academic Experience: Assistant Professor, University of Michigan, 2014-present Awards, Honors and Distinctions: 2017 INFORMS Revenue Management Practice Award; 2017 Biennial M&SOM Practice-Based Research Competition; 2017 Best Operations Management paper in the journal <i>Operations Research</i> ; 2006 Lijen Industrial Development Medal | |

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| Lois M. Verbrugge Emeritus Research Professor, Population Studies Senior Distinguished Research Scientist, Center for Population Planning School of Public Health | Ph.D. University of Michigan, 1974 M.A. University of Michigan, 1970 M.P.H. University of Michigan, 1969 B.A. Stanford University, 1967 |
| Overseas Research Experience: Singapore, Malaysia, Netherlands Language Proficiency: French (4), Spanish (2) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100% | |
| Research/Teaching Specializations: Ageing of Singaporeans; Aging with disability for middle and older Americas; trends among older adults | Courses Taught: N/A |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: “Family reciprocity of older Singaporeans,” <i>European Journal of Aging</i> (in progress); “Time and effort: A second look at family reciprocity by older Singaporeans,” <i>Population Studies Center Research Report</i> , 2017; “Disability experience and measurement,” <i>Journal of Aging and health</i> , 2016; “Midlife trends in activities and disability,” <i>Journal of Aging and Health</i> , 2014 | |
| Academic Experience: Lecturer, University of Michigan, 1971-1973; Senior Research Scientist, The Johns Hopkins University, 1974-1976; Assistant Professor, The Johns Hopkins University, 1974-1976; Assistant Professor, University of Michigan, 1976-1971; Associate/Full Research Scientist/Professor, University of Michigan, 1981-2004; Research Professor Emerita, University of Michigan, 2004-present | |

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| Susan Pratt Walton Emeritus Lecturer IV in Musicology, Non-Tenure Track School of Music, Theatre and Dance and Lecturer, Art and Ideas in Humanities, Residential College, College of LSA | Ph.D. University of Michigan, Musicology, 1996 MA University of Michigan, Southeast Asian Studies, 1974 BA University of Michigan, Music, 1969 |
| Overseas Research Experience: Indonesia, India, Bali Language Proficiency: Indonesian (4), Javanese (3), Spanish (2), Italian (1) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100% | |
| Research/Teaching Specializations: Ethnomusicology, Javanese Music | Courses Taught: 5 Beginning Javanese Gamelan; Javanese Gamelan Ensemble; Cultural Confrontation in the Arts; Arts and Ideas of Modern South and Southeast Asia; The Performing Arts in South and Southeast Asia |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: “Women and Islam in Southeast Asia,” in the Newsletter of the Center for Southeast Asian Studies, University of Michigan, 2010; “Aesthetic and Spiritual Links in Javanese Gamelan Music,” <i>Journal of Aesthetics and Art Criticism</i> 65(1):31-41 (2007); “An Ancient Epic Critiques Modern Conflict: Javanese Dance-Drama at the University of Michigan.” In <i>The Journal of the International Institute</i> 11(2-3), 2004 | |
| Academic Experience: Lecturer II/II/IV, University of Michigan, 1996-present Awards, Honors and Distinctions: Hughes Foundation Grant, 2005; Institute of the Humanities grant, 2009; Rackham Grant, University of Michigan, 2010; University of Michigan Art Museum grant, 2011; Presidential Friends of Indonesia, Indonesian Government, 2014; Grants received from the Residential College, Arts at Michigan, The Institute for the Humanities, Rackham, the Center for World Performance Studies, 2016; Grants received from the Arts at Michigan and the Department of Dance to bring an Indian kathakali troupe to UM in fall, 2016; Grants from the Center for Southeast Asian Studies, Center for World Performance Studies and the Residential College for research and performances in Indonesia, summer 2015 | |

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| Erick White Assistant Professor, Asian Languages and Cultures, Tenure-Track College of Literature, Science and the Arts | Ph.D., Cornell University, 2014; B.A., Amherst College, 1988; |
| Overseas Research Experience: Thailand Language Proficiency: Thai (4) Percent of Time Devoted to Southeast Asia: 100% | |
| Research/Teaching Specializations: Thai Buddhism, religious authority, Theravada Buddhism | Courses Taught: 5 Buddhism, Politics, and Violence in Modern Asia; Topics in Asian Studies; Introduction to Theravada Buddhism; Thai Buddhism and Film; Undergraduate Seminar in Buddhist Studies |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 5 (7 Book Reviews) “Rethinking Anthropological Models of Spirit Possession and Theravada Buddhism.” <i>Religion and Society: Advances in Research</i> (forthcoming); “Contemporary Buddhism and Magic.” <i>The Oxford Handbook of Contemporary Buddhism</i> , 2017; “The Institutional Dynamics of the Contemporary Thai Sangha: A New Research Agenda.” <i>Sojourn: Journal of Social Issues in Southeast Asia</i> , 2016; “Staging Hinduism in the Bangkok Metropolis: Ritual Spectacle and Religious Pluralism in an Urban Thai Buddhist Milieu.” <i>The Kyoto Review of Southeast Asia</i> , 2016. | |
| Academic Experience: Visiting Instructor, Antioch University, 2003-2009; Visiting Fellow, Cornell University, 2015-2017; Assistant Professor, University of Michigan, 2017-present Awards, Honors and Distinctions: Phi Beta Kappa, 1988; Mosely Prize, Amherst College, 1988; A.D. White Fellowship, Cornell University, 1990-1991; Foreign Language and Area Studies Fellowship, 1991; Advanced Summer Thai Language Fellowship, 1993; Fulbright IIE Fellowship, 1994-1995; Endowment Grant for Summer Research, Cornell University, 1998 | |

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| George White Associate Professor, Management, Tenured School of Management University of Michigan-Flint | Ph.D., University of Texas-El Paso, 2008; M.B.A University of Texas-El Paso, 2006; LL.M., Emory University, 2002; J.D., Western Michigan University 2001; Certificate, Fengchia University, 1997; B.A., University of Alabama, 1995; |
| Overseas Research Experience: Taiwan, Philippines, China Language Proficiency: Chinese (3), Filipino (3) Percent of Time Devoted to Southeast Asia: 50% | |
| Research/Teaching Specializations: Global strategy; Legal institutions; multinational enterprise strategic behavior; performance outcomes in southeast Asia | Courses Taught: 6 Global Strategy; Global Dimensions of Management; International Business; International Business Operations; Comparative International Management; International Management |
| Number of Dissertations Supervised: 4 | |
| Recent Publications: 17 “The curvilinear influence of capability building on foreign subsidiary performance: A study in the Philippines” (in progress); “The influence of business ties and national culture on foreign subsidiary capability building in an emerging market,” <i>Journal of Asia-Pacific Business</i> , 2016; “Legal system contingencies as determinants of WOFS political tie intensity: Insights from the Philippines,” <i>Journal of World Business</i> , 2015; and 14 others | |
| Academic Experience: Adjunct Professor, Shijiazhuang College of Law and Commerce, 2002-2004; Graduate Teaching Assistant, University of Texas-El Paso, 2005; Assistant Professor, University of Michigan-Flint, 2008-2010; Assistant Professor, Old Dominion University, 2010-2016; Associate Professor, University of Michigan-Flint, 2016-present Awards, Honors and Distinctions: Golden Apple Award in teaching excellence, University of Michigan-Flint, 2018; Hagerman Faculty Entrepreneurship & Innovation Award, School of Management, University of Michigan – Flint, 2017 | |

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| John K. Whitmore Emeritus Researcher, Vietnamese History, Non-Tenure Track College of Literature, Science and the Arts | Ph.D., Cornell University, 1968 M.A., Cornell University, 1965; B.A., Wesleyan University, 1962 |
| Overseas Research Experience: Vietnam, Singapore, Japan, United Kingdom, France Language Proficiency: Vietnamese (4), Chinese (3), French (2), German (2) Percent of Time Devoted to Southeast Asia: 100% | |
| Research/Teaching Specializations: Vietnamese history and historiography; pre-modern Southeast | Courses Taught: N/A |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 7 “Law, Property, and Ideology in Fifteenth Century Đại Việt: Administration and Resources in the Early Lê State,” <i>Cycles, Parallels, and Environment: From Southeast Asian History to Global History</i> (forthcoming); “Power, Belief, and Trade in Southeast Asia, 650-950 CE,” <i>Companion to the Global Early Middle Ages</i> (forthcoming); “Đại Việt in the Ming World,” <i>The Ming World</i> (forthcoming); “Cultural Accommodation and Conflict on the Champa/Việt Coast Over Two Millennia,” <i>Cross-Cultural Networking in the Indian Ocean Realm, c. 100-1800</i> , 2018; “Nagara Champa and the Vijaya Turn,” <i>Vibrancy in Stone</i> , 2017; “India and China on the Eastern Seaboard of Mainland Southeast Asia: Links and Changes, 1100-1600,” <i>India and Southeast Asia: Cultural Discourses</i> , 2017 | |
| Academic Experience: Lecturer/Assistant Professor, Yale University, 1968-1971; Assistant Professor/Adjunct Associate Professor, University of Michigan, 1971-present Awards, Honors and Distinctions: Michigan Indochinese Resettlement Office Grant, 1979-1981; Luce Foundation Grant, 1978-1981; Chairman, Vietnamese Studies Coordinating Group, 1973; NEH Grant, 1971-1973; Morse Fellowship, Yale University, 1969-1970 | |

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| Henry T. Wright Professor of Anthropology, Tenured Curator of Near Eastern Archaeology, Museum of Anthropological Archaeology College of Literature, Science and the Arts | Ph.D. University of Chicago, 1967 M.A. University of Chicago, 1965 B.A. University of Michigan, 1964 |
| Overseas Research Experience: Mexico, Egypt, Iran, Syria, Turkey, Madagascar, China. Language Proficiency: French = 2 Persian = 2 Arabic = 3 Malagasy = 3 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 15% | |
| Research/Teaching Specializations: Development of the first hierarchical societies—chiefdoms, states and empires; Research on archaeological sites, museum collections, and world data banks | Courses Taught: 1 Peoples and Archaeology of the Pacific |
| Number of Dissertations Supervised: 0 | |
| Recent Publications: 9 “Preliminary Observations on Ceramics from the Phanom Surin Shipwreck on the South Coast of Thailand,” <i>The Samut Sakhorn Shipwreck</i> (Forthcoming); <i>The Archaeological Survey of the Desert Roads between Berenike and the Nile Valley: Expeditions by the University of Michigan and the University of Delaware to the Eastern Desert of Egypt, 1987-2015</i> (forthcoming); “East Africa as a source for fatimid rock crystal workshops from Kenya to Madagascar,” <i>Gemstones in the first millennium AD</i> , 2017; “Reconstructing Asian faunal introductions to eastern Africa from multi-proxy biomolecular and archaeological datasets,” <i>PLOS</i> , 2017; “The Uruk Expansion and Beyond: Archaeometric and Social Perspective on Exchange in the IVth Millennium BCE,” <i>Journal of Archaeological Science Reports</i> , 2016; | |
| Academic Experience: Curator of Archaeology, University Museum of Anthropology, 1988-1991; Professor, University of Michigan, 1988-present Awards, Honors and Distinctions: MacArthur Fellow, 1993-1998; Albert C. Spaulding Collegiate Distinguished University Professorship, 2007; Gold Medal Award for Distinguished Archaeological Achievement, AIA, 2009; Lifetime Achievement Award, Society for American Archaeology, 2013 | |

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| Dean Yang Professor, Economics, Tenured Gerald R. Ford School of Public Policy College of Literature, Science and the Arts | Ph.D. Harvard University, 2003 B.A. Harvard University, 1995 |
| Overseas Research Experience: China, Indonesia, Malawi, Qatar, Guatemala Language Proficiency: Filipino (Tagalog) (5) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25% | |
| Research/Teaching Specializations: International migration; microfinance | Courses Taught: 1 Economic Development of Underdeveloped Countries |
| Number of Dissertations Supervised: 12 | |
| Recent Publications: 25 “Facilitating Worker Mobility: A Randomized Information Intervention among Migrant Workers in Singapore.” <i>Economic Development and Cultural Change</i> (Forthcoming); “Unilateral Facilitation Does Not Raise International Labor Migration from the Philippines.” <i>Economic Development and Cultural Change</i> , 2016; “Measuring Vote-Selling Field Evidence from the Philippines.” <i>American Economic Review: Papers and Proceedings</i> , 2015 | |
| Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 2003-present; Visiting Assistant Professor, Princeton University, 2006-2007 Awards, Honors and Distinctions: Social Science Research Council, 2001-2002; MacArthur Graduate Student Fellowship, 2002-2003; Horace H. Rackham School Grant, 2004; World Bank Grant, 2004-2005; Ford School of Public Policy Grant, University of Michigan, 2005-2006; Excellence Award, Kiel Institute for the World Economy, 2007; Junior Faculty Research Grant, University of Michigan, 2008; Excellence in Refereeing Award, <i>American Economic Review</i> , 2008; Best Article, <i>Agricultural and Applied Economics Association</i> , 2010; Excellence in Science and Engineering, Philippine Development Foundation, 2010; Excellence in Refereeing Award, <i>American Economic Review</i> , 2013 | |

Other UM Resources

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| Robert B. Bain Associate Professor, School of Education; Associate Professor; Department of History, College of Literature, Science, and the Arts | PH.D. Case Western Reserve University |
| Overseas Research Experience: Singapore, Israel, South Korea Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: N/A | |
| Research/Teaching Specializations: World History, History of Education, Historical Cognition, Teaching and Learning | Courses Taught: N/A |
| Number of Dissertations Supervised: 5 | |
| Recent Publications: Bain, Robert B., Chapman, Arthur, Alison Kitson, Shreiner, Tamara (ed). "Enquiry in History Education," International Review of History Education, forthcoming, 2018 fall; Bain, Robert B. "Challenges of Teaching and Learning World History." In A Companion to World History, edited by Douglas Northrop, 111-27. Cambridge: Wiley-Blackwell, 2014.; Bain, Robert B. "Using Disciplinary Literacy to Develop Coherence in History Teacher Education." The History Teacher, 45, 4 (2012): 514-532.; Harris, Lauren McArthur, and Robert B. Bain. "Pedagogical Content Knowledge for World History Teachers: What Is It? How Might Prospective Teacher Develop It?" The Social Studies 102, no. 1 (2011): 9-17. | |
| Professional Experience: 1998- present: University of Michigan, Associate Professor, Educational Studies Department, Associate Professor, Department of History, Affiliated Faculty, Museum Studies Director, World History & Literature Initiative; 1972-1998: Beachwood City Schools, History/Social Science teacher; Awards, Honors and Distinctions: Distinguished Lecturer, Organization of American Historians; University Educator of the Year, Michigan Council of Social Studies (2008; 2012) Provost's Innovation in Teaching Award, Learning and Teaching the Disciplines through Clinical Rounds (The Rounds Project), co-recipient, Professor. Elizabeth Moje, University of Michigan (2010); Carnegie Scholar, Carnegie Academy of the Scholarship of Teaching and Learning, Palo Alto, CA. | |

External Consultants

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| Juan Hernandez Lecturer I, History, University of Puerto Rico (non-tenure track) | Ph.D., University of Michigan, 2007 M.A., University of Michigan, 2002 B.A., University of Puerto Rico, 2000 |
| Overseas Research Experience: Chile, Brazil, Cuba, Mexico Language Proficiency: Spanish (5), Portuguese (5) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100% | |
| Research/Teaching Specializations: Latin American contemporary history, violence and memory in Chilean post-dictatorship culture, post-authoritarian societies in late 20th Century Latin America urban space and culture in Latin America, death and mourning in Latin America, Latin American music | Courses Taught: Space and Identity in Latin American History |
| Number of Dissertations Supervised: 3 (at University of Puerto Rico) | |
| Recent Publications: 3 articles (2 in progress) Sombras, ausencias, estéticas y memorias: historiografía y espacio en el Monumento a las Víctimas del Holocausto en Puerto Rico (submitted for publication, 2018).; Yukash: Jíbaro Samurai y la identidad puertorriqueña en el género manga, (submitted for publication, 2018). "History, space and nation in Chile's transition to democracy." <i>Historial de la Revista</i> N. 20-21, 27-52, 2010. | |
| Academic Experience: Adjunct Professor, University of Puerto Rico, 2008-Present; Lecturer I, University of Michigan, 2013-Present Awards, Honors and Distinctions: Juror, Best Book Contest, Latin American Studies Association, 2014 | |

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| Theo Sypris Director, International Studies Program, Kalamazoo College Community College, appointed 1989; Director, Midwest Institute for International and Intercultural Education, appointed 1992; | M.A., Economics, Western Michigan University, 1986; B.S., Psychology & Biology, University of Michigan, 1982; |
| Overseas Research Experience: Project Director, Fulbright-Hays GPA, Russia, 2006; Project Director, Fulbright-Hays GPA, China, 2005; Project Director, Fulbright-Hays GPA, Botswana, Swaziland, South Africa, 2003; Project Director, Fulbright-Hays GPA, Vietnam, 2002 Language Proficiency: Greek = 5, German = 5 Percent of Time Devoted to Southeast Asia: N/A | |
| Research/Teaching Specializations: World history, comparative politics, international economics. | Courses Taught: N/A |
| Number of Dissertations Supervised: N/A | |
| Recent Publications: N/A | |
| Academic Experience: History Dept., Kalamazoo Valley Community College, 1992-present; Economics Dept. & Political Science Dept., Kalamazoo Valley Community College, 1986-present; Economics Dept. & Political Science Dept., Western Michigan University, 1986-93 Awards, Honors and Distinctions: Special Recognition Award, Beacon College Project, American Association of Community Colleges, 1994; Employee Enrichment Award, Kalamazoo Valley Community College, 1991-92. | |

Staff

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| Fe Susan Go Librarian, Southeast Asian Studies, Non-Tenure Track University of Michigan Libraries | A.M.L.S. University of Michigan, 1979 M.A. University of San Carlos, Philippines, 1976 B.S. University of San Carlos, Philippines, 1967 |
| Overseas Research Experience: Philippines Language Proficiency: Filipino (5), Philippine languages (4); Malay (2), Indonesian (2) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100% | |
| Research/Teaching Specializations: Southeast Asian Studies, Philippine Studies; Southeast Asia Library; Filipiniana Library; Cebuano Studies | Courses Taught: N/A |
| Number of Dissertations Supervised: N/A | |
| Recent Publications: 4 Women in War: Wartime Posters from the Democratic Republic of Vietnam, 1955-1975," Clarke Library Exhibit, 2017; "Trends in United States Academic Libraries," East Java Libraries, 2017; "Inaugural Address," Opening of Jesuit House Museum, Cebu City, 2016 | |
| Academic Experience: Head Librarian of Southeast Asia Division, University of Michigan, 1982-present Awards, Honors and Distinctions: National Endowment for the Humanities Grant; Chairperson, Southeast Asia Microform Group | |

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| Alison Rivett Academic Program Specialist Center for Southeast Asian Studies, appointed 2016 College of Literature, Science and the Arts | M.A., in Higher Education, University of Michigan, current; Certificate in Museum Studies, 2007; M.F.A., Art & Design, University of Michigan, 2007; B.S., Art, University of Wisconsin, 2003; B.A., Classics, University of Wisconsin, 2000. |
| Overseas Research Experience: India Language Proficiency: Latin (3), Kannada (1), French (1) Percent of Time Devoted to Southeast Asia: 100% | |
| Research/Teaching Specializations: N/A | Courses Taught: 6 Visual Narrative I & II, Senior Project, Visual Culture and Vernacular, Museum and Gallery Practices |
| Number of Senior Thesis Projects Supervised: 27 | |
| Recent Publications: 4 "Gallery as Practice: Informal Art Spaces in North Bangalore," (2016) author in peer-reviewed online journal, <i>Unbound: A Journal of Discourse and Creative Practices</i> , Vol. 1, issue 1. unboundjournal.in; <i>At Least It's Not Me</i> , (2016), children's story and illustrations for Storyweaver, online platform for children's books in many Indian languages, published by Pratham Books, print edition (2017); "Sustainability at Work..." (2014) co-authored chapter in <i>Product-Service System Design for Sustainability</i> , ed. Carlo Vezzoli, et al.; <i>Scientific Theories Once Widely Believed, Since Proven Wrong</i> , (2013) handmade artist's book, ed. of 60, published by Women's Studio Workshop | |
| Professional Experience: 2016-Present: Academic Program Specialist, Center for Southeast Asian Studies, International Institute, University of Michigan; 2009-2016: Head of Program, Course Leader, and full-time faculty, Srishti Institute of Art, Design & Technology, Bangalore, India; 2009: Lecturer, University of Michigan, School of Art & Design; 2009: Visitor Services Specialist, American Museum of Magic, Marshall, MI; 2007-2008: Exhibition Designer, The Getty Museum, Los Angeles; 2004-2007: GSI (6 courses in American Culture and Art & Design), University of Michigan | |

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| Darin Stockdill Instructional and Program Design Coordinator Center for Education Design, Evaluation, and Research School of Education (non-tenure track) | Ph.D., University of Michigan, 2011 M.A., Eastern Michigan University, 2005 B.A., University of Michigan, 1991 |
| Overseas Research Experience: Ukraine, Puerto Rico (U.S.), El Salvador Language Proficiency: Spanish (4) Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 15% | |
| Research/Teaching Specializations: Learning experiences; access to education; innovative teaching models | Courses Taught: Space and Identity in Latin American History |
| Number of Dissertations Supervised: N/A | |
| Recent Publications: (3) “Research...Paper, Process, or Both? Building a new model to engage students as researchers.” Michigan Reading Journal 49. pp. 34-44. 2016; “Adolescents as readers of social studies: Examining the relationship between youth’s everyday and social studies literacies and learning.” Berkeley Review of Education 4. pp. 35-68. 2013; Disjuncture, Design, and Disruption: Bridging the gap between students’ everyday and academic knowledge through historical inquiry. University of Michigan. 2011; | |
| Academic Experience: Content Area Literacy Consultant, Oakland County Schools, 2011-2015; Instructional and Program Design Coordinator, University of Michigan, 2015-present Awards, Honors and Distinctions: Outstanding Graduate Student Instruction, 2010; Research Fellowship, National Academy of Education and Carnegie Foundation, 2009; | |

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| Azumi Ann Takata Graduate Academic Services Coordinator and Foreign Language and Area Studies Fellowships Coordinator, International Institute, appointed 2015. | Ph.D., Sociology, Stanford University, 1994. A.M., East Asian Studies, Stanford University, 1991; A.M., Sociology, Stanford University, 1988; B.S.E, Electrical Engineering and Computer Science, Princeton University, 1987; |
| Overseas Research Experience: Japan, Foreign Research Scholar, University of Tokyo (dissertation research), 1991-93; Japan, Visiting Scholar, Bunkyo Gakuin University, Saitama (postdoctoral fellowship), 1999-2001. Language Proficiency: Japanese = 5, German = 1, Spanish = 2 Percent of Time Devoted to Southeast Asia: 25% | |
| Research/Teaching Specializations: N/A | Courses Taught: N/A |
| Number of Dissertations Supervised: N/A | |
| Recent Publications: N/A | |
| Professional Experience: 2013-15 Academic Projects Coordinator, UM Center for Japanese Studies, and East Asia Foreign Language and Area Studies Fellowships Coordinator, UM East Asia National Resource Center, Ann Arbor, MI 2006-13 Academic Services Coordinator, UM Center for Japanese Studies, Ann Arbor, MI 2004-10 Japanese Medical Interpreter (part time), Michigan Medicine, Ann Arbor, MI 2004-06 Administrator, Michigan Undergraduate Asian Studies Initiative, UM Center for Japanese Studies, Ann Arbor, MI 1995-2002 Assistant Professor of Sociology, University of Michigan, Ann Arbor, MI 1999-2001 Visiting Scholar, Department of Business Administration, Bunkyo Gakuin University, Tokyo, Japan 1994-95 Lecturer II, Department of Sociology, University of Michigan, Ann Arbor, MI 1991-93 Foreign Research Scholar, Institute of Social Science, University of Tokyo, Tokyo, Japan 1988-91 Research Assistant, Department of Sociology, Stanford University, Stanford, CA 1988 Teaching Assistant, Department of Sociology, Stanford University, Stanford, CA Awards, Honors and Distinctions: Graduated magna cum laude, 1987; Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, 1991-92; Japan Society for the Promotion of Science Postdoctoral Fellowship (long term), 1999-2000; Staff Spotlight Award, UM College of Literature, Science & the Arts, 2017. | |

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| Karin Tice President & Senior Partner Formative Evaluation Research Associates, Inc., appointed 1986 | M.A., Columbia University, 1982; B.A., Friends World College, 1978; |
| Overseas Research Experience: Panama, Spain, Guatemala, Mexico, Switzerland, Europe, Eastern Europe, Thailand, Central and South America. Language Proficiency: Spanish = 5, Portuguese = 4, Catalan = 2, Kackchiquel = 2, Kuna= 2 Percent of Time Devoted to Southeast Asia: 10% | |
| Research/Teaching Specializations: Strategic leadership; evaluation design & implementation; dissemination of evaluation findings; teaching about evaluation. | Courses Taught: N/A |
| Number of Dissertations Supervised: N/A | |
| Recent Publications: 5 <i>Jewish Community Youth Foundation: Ten Years of Impact.</i> Princeton, NJ: Jewish Youth and Family Services, 2013; <i>The State of Opportunity? The Road Ahead for Michigan: Examining Access and Equity for Michigan's Young People,</i> Cradle to Career. Grand Haven, MI: Council of Michigan Foundations, 2012; <i>Advancing the Common Good: Baseline Health Evaluation Report</i> (2009-2011); <i>Battle Creek, MI: United Way of the Battle Creek and Kalamazoo Region,</i> 2012; <i>Jewish Teens Engaged in Grantmaking and Leadership: Ten Years of Impact</i> (2000-2010). Denver, CO: Rose Youth Foundation, 2011. | |
| Academic Experience: Lecturer, Eastern Michigan University, 1986. Professional Experience: Consultant, Office of Educational Evaluation, New York City Board of Education, New York, NY, 1986; Consultant, New Age Inc., "Intergenerational Initiatives in Support of Families: A Statewide Planning Conference." 1985 Awards, Honors and Distinctions: N/A | |

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| Evan Vowell Title VI Reporting and Evaluation Coordinator International Institute, appointed 2017. | M.Mgmt., University of Michigan, 2017; B.A., University of Michigan, 2016; |
| Overseas Research Experience: Brussels, Belgium, U.M.-U.Windsor, European Union Study Abroad Program, 2015 Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: 10% | |
| Research/Teaching Specializations: N/A | Courses Taught: N/A |
| Number of Dissertations Supervised: N/A | |
| Recent Publications: N/A | |
| Professional Experience: 2017-present: Title VI Reporting and Evaluation Coordinator, International Institute, University of Michigan, Ann Arbor, MI; 2017: Intern, Treasury Department, The Dow Chemical Company, Midland, MI Awards, Honors and Distinctions: N/A | |

MENA-SEA Teacher Training Program Coordinator

The MENA-SEA Teacher Training Program Coordinator will be responsible for teacher recruitment and publicity, curriculum design, workshop event logistics and facilitation, and monitoring and evaluation of programing impact.

Programming Includes:

- K-12 Teachers Training 10-Month Program, a program for K-12 educators that includes workshops with field experts, discussions of pre-assigned readings, attendance of cultural and artistic events, and visits to mosques, temples and churches.
- Annual K-12 Teachers' Workshop, a one-and-a-half day workshop for professional development in MENA and SEA topics in which teachers will be eligible for Michigan's State Continuing Education Clock Hours. This will be produced in collaboration with the K-12 community outreach staff at the Kelsey Museum of Archaeology and at the University of Michigan Museum of Art (UMMA).
- Two Journalist Seminars, produced in collaboration with the UM Knight-Wallace Fellows House for the cohort of Knight Wallace Journalism Fellows. The Coordinator will serve as the CMENAS and CSEAS liaison between the Knights Wallace House to give seminars and by prepare content resources for journalists.

Other Responsibilities:

- Research and target specific audiences for the events of both centers, and work with individuals to integrate event content into courses and community groups
- Follow through with implementation of surveys for center-specific events, for use in Title VI reporting for each Center

Required Education, Skills, and Experiences:

- BA required, preferred background in education
- Experience working with websites and social media
- Strong communication and public speaking skills
- Demonstration of ability to work as a strong team member

Note: This position will be shared equally by CMENAS and CSEAS; compensation \$42,500/year

CSEAS Lecturer Position

The Center for Southeast Asian Studies at the University of Michigan invite applications for a one-semester Lecturer I position.

Responsibilities Include:

- Planning, teaching, and grading SEAS 501/SEAS-455, an undergraduate-graduate level interdisciplinary introduction to the study of Southeast Asia including geological, ecological, social, political, cultural, and language issues
- Teaching an additional course related to their field of interest

Required Qualifications and Materials:

- Ph.D. with a focus on Southeast Asia in a relevant field such as history, anthropology, literature, or political science
- Teaching experience at the college/university level is preferred
- Preference will be given to candidates who are familiar with current social, political, and cultural issues and are able to advise graduate students
- A complete dossier including a letter of application explaining your qualifications and teaching philosophy, a current CV, and evidence of teaching excellence

Please note: The appointment level will be 33% per course taught, and compensated according to standards set by the Lecturer's union (LEO), determined Summer 2018.

LACS Outreach Coordinator

The Center for Latin American and Caribbean Studies at the University of Michigan seeks an Outreach Coordinator to lead our educational programs for teacher training, MSI collaborations, and public engagement. LACS is designated as a National Resource Center by the U.S. Department of Education. NRCs form the backbone of U.S. language and area expertise and one of their key mandates is providing outreach to educators at the local, regional, and national levels.

Responsibilities Include:

1. Organizing annual SCECH-hour approved LAC-themed professional development workshops and programs for K-12 and community college teachers in Michigan;
2. Developing curricular materials and resource guides related to Latin America and the Caribbean;
3. Coordinating annual curriculum development grant and professional development travel grant cycles for local K-12 and community college faculty;
4. Maintaining partnerships with the Center for Education Design, Evaluation, and Research (CEDER), the University of Puerto Rico (UPR), and San Diego State University (SDSU);
5. Maintaining partnerships with local K-12 schools;
6. Organizing annual UM-UPR outreach symposium, annual UM-SDSU symposium and experiential site visits in Tijuana;
7. Assisting with coordination of annual UPR Faculty Library Residencies and pre/in-service teacher WHaLI residencies;
8. Coordinating social media and publicity; and
9. Organizing on and off-campus events targeting the university community and the general public.

Key Functions and Expected Performances:

- Developing and coordinating curriculum development resources which promote understanding of Latin America to the educational community (primary targets include K-12, 4-year and community colleges, and Minority Serving Institutions). Ideal candidates will have curriculum development experience.
- Organizing and facilitating professional development workshops for educators for the creation and dissemination of curriculum resources. This includes annual LACS Teacher Trainings on UM campus as well as annual UM-UPR symposium in San Juan, Puerto Rico, and annual UM-SDSU Workshop in San Diego, California and Tijuana, B.C., Mexico.

- Designing and providing outreach programs and activities for the general public, media and business interests, local schools, and local community organizations.
- Maintaining relationships with on and off campus organizations (museums, schools, businesses) who work on Southeast Asia.
- Facilitating collection of data for federal grant reporting and for the impact assessment of our outreach programs.
- Working with local and regional organizations, institutions, and partner universities (requires annual travel).
- Coordinating on and off-campus media relations, editing our website outreach pages, and overseeing social media.
- Will include some evening and weekend work.

Required Education, Skills, and Experiences:

- Native or near-native proficiency in Spanish
- BA with a background in education and/or Southeast Asia
- Experience working with websites and social media
- Strong communication and public speaking skills
- Willingness to collaborate with community partners on initiatives
- Demonstration of ability to work as a strong team member

Starting Salary: \$46,000 (100% time); 5% salary for CSEAS, for 10% effort

CSEAS Student Employee

The Center for Southeast Asian Studies (CSEAS) at the University of Michigan invites undergraduate and graduate student applications for an office assistant.

Responsibilities Include:

- Maintaining files and records
- Coordinating Center mailings
- Setting up and taking down for CSEAS events and lectures
- Assisting with logistical coordination related to travel for CSEAS guests
- Assist with weekly event announcement e-newsletter
- Other duties as assigned

Educational Benefits:

- Gain experience working in academic administration
- Gain knowledge and experience in Southeast Asia topics

Required Qualifications:

- Ability and willingness to collaborate with others, but also able to work and solve problems independently
- Strong verbal and written communication skills
- Excellent organization skills, including the ability to multitask and prioritize work
- Must be eligible for work-study

Compensation:

- \$11/hour to \$13/hour depending on experience
- Ten hours per week

Student Assistant

World History and Literature Institute

The Project Manager will assist the WHaLI Director by:

- Scheduling speakers
- Managing speakers' materials
- Tracking registration
- Communicating with participants via email or phone before and after the workshop
- Preparing and submitting the SB-CEU application to the Michigan Department of Education (MDE)
- Managing SB-CEU registration for teachers
- Reporting SB-CEU to MDE
- Disseminating workshop flyer and publicity
- Researching relevant scholarly articles on workshop topics
- Collecting relevant pedagogical resources
- Maintaining the online archive for articles, lessons, and other resources
- Contacting participants before and after the workshop
- Maintaining timely contact with presenters
- Assisting in preparation of workshop materials
- Assisting in workshop logistics, including helping with technology, breakfasts, and lunches
- Workshop follow-up with speakers, participants, and the MDE
- Maintaining appropriate workshop records, documents, and files

Compensation:

- \$20/hour

Appendix I Position Descriptions
SEA Library Assistant

CSEAS-University of Michigan

FY 2018-2022

The Project Manager will assist the head SEA Librarian by:

- Translating titles
- Translating contents of books in Thai/Vietnamese to determine subject matter for cataloguing and to help SEA librarian share information about it
- Helping prepare materials for circulation (label, stamp, apply book jackets)
- Help prepare periodicals for the bindery
- Taking inventory the new acquisitions for the collection
- Some shelving and related activities are performed.

Compensation: \$12-\$14/per hour

| 2018-2022 Project Goal 1: Enhance CSEAS area studies capacity of minority-serving institutions (MSI), community colleges, and K-12 educators by disseminating resources and providing professional development and curriculum development opportunities to educators through collaborative initiatives. | | | | | | | | | |
|--|---|---|------------------|---|-----------------------------|-----------|-----------|-----------|-----------|
| Performance Measures | Activities | Data Indicators | Frequency | Data Source | Baseline and Targets | | | | |
| <i>Min. 1 / Max. 3</i> | <i>Min. 1/ Max. 3</i> | <i>Min. 1/ Max. 3</i> | | | BL | T1 | T2 | T3 | T4 |
| 1. By the end of the 4 year grant period, U-M collaborative NRC Centers will successfully organize four curriculum development workshops that includes Southeast Asia content for K-14 educators in collaboration with the University of Puerto Rico (UPR), an MSI. | 1a. Support professional development opportunities through a partnership with the University of Puerto Rico to develop a joint annual symposium that will be both live and streamed. | 1ai. Number of conferences organized. | Annual | Institutional records including emails, itineraries, and programs. | 1 | 1 | 1 | 1 | 1 |
| | | 1aii. The workshop was live-streamed with open-access. | Annual | Institutional records and event ephemera, including e-announcements | 0 | 1 | 1 | 1 | 1 |
| | 1b. Annually recruit SEA-studies specific speakers to present at the UPR symposium and work with CEDAR to build a curriculum design toolkit. | 1bi. Number of SEA- content speakers that participated. | Annual | Institutional records including trip report, conference program | 1 | 1 | 1 | 1 | 1 |
| | | 1bii. Curriculum materials and resources based on SEA content speaker presentations that are shared publicly on the UM-UPR website. | Y2, Y3, Y4 | UM-UPR website | 0 | NA | 1 | 1 | 2 |
| | 1c. Provide curriculum design toolkits at annual workshop that will lead to at least 33% of attendees stating they are likely to incorporate this material in curriculum within a year. | 1ci. Percentage of participants who intend to use the curriculum design toolkits to develop course content. | Annual | UPR Participant survey | 0 | 33% | 33% | 33% | 33 % |

| 2018-2022 Project Goal 1: Enhance CSEAS area studies capacity of minority-serving institutions (MSI), community colleges, and K-12 educators by disseminating resources and providing professional development and curriculum development opportunities to educators through collaborative initiatives. | | | | | | | | | |
|--|---|---|------------------|--|-----------------------------|-----------|-----------|-----------|-----------|
| Performance Measures | Activities | Data Indicators | Frequency | Data Source | Baseline and Targets | | | | |
| <i>Min. 1 / Max. 3</i> | <i>Min. 1/ Max. 3</i> | <i>Min. 1/ Max. 3</i> | | | BL | T1 | T2 | T3 | T4 |
| 2. Increased capacity of MIIIE-member community college (including minority-serving-eligible institutions) faculty to aid in the development of curriculum that includes SEA area studies content as a result of participation. | 2a. Encourage the incorporation of SEA materials and resources into community college courses by supporting at least one annual workshop aimed at curriculum development. | 2ai. Number of conferences organized with SEA content incorporated into program. | Annual | MIIE Institutional Records | 1 | 1 | 1 | 1 | 1 |
| | 2b. Provide SEA-content training and resources at annual workshops that will lead to at least 30% of attendees stating they intend to create a curriculum module with SEA content that will be incorporated into courses at community colleges by the end of the grant cycle. | 2bi. Percentage of participants who intend to develop new course content. | Annual | MIIE institutional records | 0 | 25% | 25% | 30% | 30 % |
| | | 2bii. Number of curriculum modules created that incorporate SEA content. | Grant Cycle | MIIE conference participant survey | 0 | NA | NA | NA | 2 |
| 3. Increased capacity of K-12 teachers to offer CSEAS area studies content and materials in their courses as a result of participation in the World History and Literature Initiative workshop. | 3a. Provide SEAS-content training and resources at annual workshops that will lead to at least 25% of attendees stating they are likely to incorporate this material in curriculum within a year. | 3ai. Percentage of participants who intend to incorporate SEA content from WHaLI into their classrooms. | Annual | WHaLI participant survey | 0 | 25% | 25% | 25% | 25 % |
| | 3b. Provide SEA-area studies specific speakers to present at WHaLI and create curriculum resources with partners at the School of Education. | 3bi. Number of SEA- content speakers that participated. | Annual | Institutional records including conference program | 1 | 1 | 1 | 1 | 1 |

| Project Goal 2: Contribute to meeting the national need for Southeast Asian language and area experts. | | | | | | | | | |
|---|--|--|------------------|--|-----------------------------|-----------|-----------|-----------|-----------|
| Performance Measures | Activities | Data Indicators | Frequency | Data Source | Baseline and Targets | | | | |
| <i>Min. 1 / Max. 3</i> | <i>Min. 1/ Max. 3</i> | <i>Min. 1/ Max. 3</i> | | | BL | T1 | T2 | T3 | T4 |
| Increase opportunities for exposure to area studies careers to meet USED national needs for UM students and FLAS recipients over the course of the grant cycle. | 1a. Increase awareness of professional opportunities in areas of national need by hosting or co-sponsoring a minimum of 10 career events on campus per year that emphasizes national needs jobs. | 1ai. Number of career events hosted or co-sponsored annually. | Annual | Institutional Records | 10 | 10 | 11 | 12 | 13 |
| | 1b. Disseminate information in a newsletter about international career information sessions & recruiter visits to students interested in SEA (e.g., Department of State, NSA, CIA, NGOs) | 1bi. Number of career events promoted each year. | Annual | Institutional records including email communications | 0 | 8 | 10 | 12 | 14 |
| | | 1bii. The number of emails added each academic year to the SEA student listserv. | Annual | Institutional records including email communications | 0 | 10 | 15 | 20 | 25 |

| 2018-2022 Project Goal 3: Increase scholarly collaboration and information flow that reflects diverse points-of-view on the SEA region. | | | | | | | | | |
|---|--|--|------------------|--|-----------------------------|-----------|-----------|-----------|-----------|
| Performance Measures | Activities | Data Indicators | Frequency | Data Source | Baseline and Targets | | | | |
| <i>Min. 1 / Max. 3</i> | <i>Min. 1 / Max. 3</i> | <i>Min. 1 / Max. 3</i> | | | BL | T1 | T2 | T3 | T4 |
| 1. Provide at least 8 opportunities per academic year for UM students/faculty and community members to engage with SEA scholars with diverse backgrounds. | 1a. Invite SEA scholars, performers, and artists as guest lecturers to participate in the annual Lecture Series, Conferences, and Cultural Events. | 1ai. The number of guest lecturers presenting on SEA topics. | Annual | Institutional records including event announcements, newsletters | 8 | 8 | 8 | 8 | 8 |
| | 1b. Choose invitees representing a range of academic backgrounds. | 1bi. Number of academic disciplines represented by speakers in the lecture series | Annual | Other institutions' records, including web faculty profiles, CVs | 1 | 1 | 1 | 1 | 1 |
| | 1c. Post lectures online when given permission to provide room for wider debate. | 1ci. Number of CSEAS-sponsored events that are posted online. | Grant Cycle | Center website, YouTube channel | 0 | N/A | N/A | N/A | 8 |
| 2. Collaborate with other units on campus, including student groups, on SEA-related events open to U-M students/faculty and the general public. | Promote SEA-related events on campus by disseminating information and providing institutional support (such as room bookings). | The number of events with SEA-related events primarily sponsored by campus groups. | Annual | Internal Center records, University Records | 0 | 3 | 4 | 5 | 6 |



Andrew D. Martin, Dean

Professor of Political Science and Statistics

May 8, 2018

United States Department of Education
International and Foreign Language Education 1990 K Street, NW
Suite 6083
Washington, DC 20006-8521

To Whom It May Concern:

It is with admiration and enthusiasm that I write to support the application for funding under the Title VI Program for the Center for Southeast Asian Studies (CSEAS) at the University of Michigan. This grant will not only provide resources to advance our mission of supporting area studies and international studies within the College of Literature, Science, and the Arts at the University of Michigan, but will also provide resources to benefit our collaborating institutions (such as the University of Puerto Rico) and help train the next generation of professionals and scholars in the study of Southeast Asia.

Our College of LSA supports the projects in this application in concrete ways, including supplemental funding for FLAS, funding for language lecturers, and salaries for our outstanding faculty in southeast Asian Studies. College leadership recognizes the tremendous value of the grants for our campus, the surrounding region, and/or the national interest. With knowledge of the many benefits of Title VI programs, including the NRC and FLAS, I wholeheartedly endorse this application.

Sincerely,

A handwritten signature in blue ink, appearing to read 'ADM', written over a horizontal line.

Andrew D. Martin, Dean
College of Literature, Science and the Arts
Professor of Political Science and Statistics
University of Michigan



January 25, 2018

United States Department of Education
International and Foreign Language Education
1990 K Street, NW
Suite 6083
Washington, DC 20006-8521

To Whom It May Concern:

I am writing to express my enthusiastic support for the application for funding under the Title VI program from our International Institute Center for Southeast Asian Studies (CSEAS). The grant will not only provide resources to advance our mission of equipping U-M students and faculty with the knowledge, tools, and experience to become informed and active global citizens, but will also provide resources to benefit ongoing international collaborations. The Title VI grant helps CSEAS train the next generation of area studies scholars and professionals.

The International Institute supports this application in a variety of ways, including supplemental funding for FLAS, administrative management, language lecturer funding, and financial support for programming. The International Institute recognizes the outstanding value that the center brings to our students and faculty through NRC and FLAS grants. With great admiration for the center's work, I strongly endorse this application.

Best,

A handwritten signature in black ink, appearing to read 'Pauline Jones', written over a light gray rectangular background.

Pauline Jones
Director, International Institute
Professor, Political Science



Elizabeth Birr Moje • Dean, George Herbert Mead Collegiate Professor, and Arthur F. Thurnau Professor

June 1, 2018

United States Department of Education
International and Foreign Language Education
1990 K Street, NW, Suite 6083
Washington, DC 20006-8521

To Whom It May Concern,

I enthusiastically endorse the application of the Center for Southeast Asian Studies (CSEAS) for Title VI funding. Since 2009, the School of Education has collaborated with CSEAS and other National Resource Centers in the World History and Literature Initiative (WHaLI). We are excited to continue this collaboration into the 2018-2022 grant period.

During the past 10 years over 500 teachers have improved their World History pedagogy and knowledge through WHaLI workshops. During the last 4 years, 90% of WHaLI participants have confirmed that they brought lessons learned from WHaLI to their classrooms, colleagues, and home institutions. The School of Education and its faculty are committed to playing an important role in leading, implementing, and supporting WHaLI initiatives that benefit our students, alumni, and area teachers.

WHaLI is a fundamental element of the School of Education's larger outreach efforts to teachers in the region and we will continue to provide resources and support for this valuable programming initiative. We are particularly excited by the proposed increased inclusion of pre-service teachers in future programming. We look forward to continuing to provide support for WHaLI as it expands the reach of its programming in the coming years.

Sincerely,

A handwritten signature in blue ink that reads 'Elizabeth Birr Moje'. The signature is fluid and cursive, with the first name 'Elizabeth' being more prominent.

Elizabeth Birr Moje
Dean, George Herbert Mead Collegiate Professor of Education, and Arthur F. Thurnau Professor
School of Education
University of Michigan



June 1, 2018

United States Department of Education
International and Foreign Language Education
1990 K Street, NW, Suite 6083
Washington, DC 20006-8521

To whom it may concern,

The Department of Asian Languages and Cultures (ALC) is pleased to provide support for the Center for Southeast Asian Studies (CSEAS) during the 2018-2022 funding cycle. We will be happy to continue to support the mission of CSEAS and further the work of our many partnerships, continuing and building upon the successful practices of the past. We will continue to provide valuable language and area studies instruction and resources while supporting initiatives to spread knowledge and best practices to educators in public schools and community colleges.

ALC is committed to working with CSEAS on programming across campus and the community. ALC's curriculum and academic resources are always available to CSEAS undergraduate and graduate students.

Sincerely,

A handwritten signature in blue ink, appearing to read 'DL Lopez', written over a white background.

Donald S. Lopez, Jr.
Arthur E. Link Distinguished University Professor of Buddhist and Tibetan Studies
Chair

MIDWEST INSTITUTE for
International & Intercultural Education



P.O. Box 325
Oshtemo, Michigan 49077

January 12, 2018

U.S. Department of Education
Intl and Foreign Language Education
1990 K Street, NW, Suite 6083
Washington, DC 20006-8521

Dear

This letter is to confirm the participation and support of the Midwest Institute consortium (MIIE) for the Title VI proposal of the University of Michigan's Center for Southeast Asian Studies to the U.S. Department of Education for the 2018-2022 period.

Given our past successful collaboration, the colleges of the Midwest Institute consortium welcome the opportunity to expand its international curriculum and provide professional support for its faculty under this project. As the director of the consortium, I will serve as the coordinator for its colleges towards this project.

In particular, we look forward to collaborating in supporting several week-long workshops for community college faculty to develop curriculum modules for course-infusion, as well as, provide professional development.

The Midwest Institute consortium is prepared to provide the necessary support for the aforementioned projects and continue our fruitful collaboration.

With best regards,

Theo Sypris, Director

Government Service in Areas of National Need and in Other Employment Sectors
Center for Southeast Asian Studies at the University of Michigan

During the 2018-22 NRC and FLAS funding cycle, the University of Michigan and its Center for Southeast Asian Studies will continue to encourage our graduates to pursue government service in areas of national need, as defined by the U.S. Department of Education, and in areas of need in education, business, and nonprofit sectors by:

1. Supporting Southeast Asia priority LCTLs and strengthening U-M capacities in Southeast Asian studies through our NRC funding request and award of FLAS Fellowships;
2. Producing graduates with expertise and competence in Southeast Asian languages and knowledge about this critical world region;
3. Producing graduates who can engage at a high level with a multilingual and multicultural global workforce at home and abroad;
4. Providing career support services for students with an interest in international and Southeast Asia area studies by hosting job fairs and regularly posting job announcements through email, weekly bulletins, blogs, and social media;
5. Connecting students with Southeast Asia alumni;
6. Actively participating with the II and other UM units in the International Career Pathways (ICP) network, which brings U-M students together with educators and employers to explore pathways to international careers, including hosting an International Opportunities Fair each year with over 100 participating organizations; and
7. Continuing efforts to recruit Foreign Area Officers and to involve U-M's Military Officer Education Programs (ROTC) in Center activities including Southeast Asia priority LCTL training, areas studies courses, and public events.

UNIVERSITY OF MICHIGAN CENTER FOR SOUTHEAST ASIAN STUDIES
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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

Comprehensive National Resource Center Undergraduate National Resource Center Foreign Language and Area Studies Fellowships

Federal Funds Requested NRC Request

Year 1: \$269,434 Year 2: \$269,835 Year 3: \$269,907 Year 4: \$269,742

FLAS Request

Year 1: \$388,500 Year 2: \$388,500 Year 3: \$388,500 Year 4: \$388,500

Type of Applicant

Single institution Center for Southeast Asian Studies at the University of Michigan

Consortium of institutions

- ☐ Lead _____
- ☐ Partner 1 _____
- ☐ Partner 2 _____
- ☐ Partner 3 _____

NRC (Center, Institute, Program) Focus An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

AFRICA

MIDDLE EAST

CANADA

PACIFIC ISLANDS

EAST ASIA/PAN ASIA

RUSSIA, EASTERN EUROPE, EURASIA

EUROPE

SOUTH ASIA

INTERNATIONAL

SOUTHEAST ASIA

LATIN AMERICA and the CARIBBEAN

WESTERN EUROPE

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Indonesian, Filipino (Tagalog), Thai, Vietnamese

Diverse Perspectives and Wide Range of Views in Funded Activities

Center for Southeast Asian Studies at the University of Michigan

The University of Michigan's Standard Practice Guide affirms our commitment to free speech. It states, in part, that "expression of diverse points of view is of the highest importance, not only for those who espouse a cause or position and then defend it, but also for those who hear and pass judgment on that defense. The belief that an opinion is pernicious, false, or in any other way detestable cannot be grounds for its suppression." In consequence, CSEAS is committed to presenting diverse perspectives and a wide range of views in its programming, teaching, and outreach activities. The Center has consistently sought to provide information and stimulate informed debate on important issues about which there may be competing scholarly and/or political tendencies. This commitment to diversity guides not only academic and public outreach programming that focuses on contested issues in domestic and international politics; it also guides programming related to intellectual and pedagogic debates about teaching and research on Southeast Asia. It reflects a concern for basic fairness and the fundamental belief of the Center and university that serious and balanced engagement with diverse viewpoints promotes political and social tolerance and the enduring values of good citizenship.

As part of the Center's comprehensive evaluation plan, exit surveys of individual programs, such as public outreach events, and annual audience surveys will include questions about our commitment to, and accomplishments in, presenting diverse perspectives. To the extent that a particular program does not present diverse perspectives, this feedback will be considered when planning future programs. If, in rare instances, legitimate concerns are raised about the diversity of Center programming related to a particularly controversial subject, assessments, and, if appropriate, recommendations, will be sought from qualified specialists both within and outside the University.

During the 2018-22 NRC and FLAS funding cycle, CSEAS will employ practices that have served it well in the past to assure that grant-supported activities reflect diverse perspectives. For example, all of our public lecture and workshop events include a substantial question and answer component where members of the audience have a chance to raise questions, contribute new information or perspectives, and/or challenge the views being presented. We actively seek out speakers and workshop contributors from outside the academy who represent a wide range of views, including artists, filmmakers, activists, policy makers, diplomatic personnel, and journalists, among others. Decisions about programming on potentially controversial topics may be reviewed by the CSEAS executive committee, which is composed of faculty members from a range of disciplines who, collectively, incorporate diverse perspectives about issues related to the study of Southeast Asia. When appropriate, input will also be sought from other faculty members and/or other Centers or Institutes with expertise pertaining to the activities being planned.

| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | | |
|---|---|------------------|-------------|-------------------------|----|----|----|----|---|---------------------------------|----|----|----|----|---|------------------------|--------------------|--|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol | |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | | |
| Architecture & Urban Planning, Taubman College of: Architecture | | | | | | | | | | | | | | | | | | |
| ARCH 509 | Experimental Course: International Practices in Architecture, Urban Design and Urban Planning [global studies course with SEA case studies] | 25 | 3 | | | | | | | | | 0 | 17 | | | Y | 0 | |
| ARCH 603 | Seminar on Architectural History: Slum, Ghetto, Blight: Urban Formations of Difference [global studies course with SEA case studies] | 25 | 3 | | | | | | | | 9 | | | | | | 0 | |
| ARCH 660 | Jakarta/Bangkok: Travel Research Studio | 100 | 3 | | | | | | | 0 | 13 | | | | | | 0 | |
| Architecture & Urban Planning, Taubman College of: Urban Planning | | | | | | | | | | | | | | | | | | |
| UP 527 | Infrastructure Planning in the US and Developing Countries [comparative course with SEA case studies] | 25 | 3 | | | | 25 | | | | | 0 | 9 | | | Y | 25 | |
| UP 528 | Comparative Participatory Planning and Community Development (old title: Participatory Planning and Community Development) [comparative course with SEA case studies] | 25 | 3 | | 8 | | | | | | | 1 | 1 | | | Y | 8 | |
| URP 570 | Global and Comparative Planning [international course with case studies from Malaysia and Thailand] | 25 | 3 | | | | 8 | | | | | 0 | 7 | | | Y | 8 | |
| Business, Stephen M. Ross School of: Business Abroad | | | | | | | | | | | | | | | | | | |
| BUSABRD 392 | Study Abroad: Study/Internship in Hong Kong and Singapore | 100 | 3 | | | 28 | 0 | | | | | | | | | Y | 28 | |
| BUSABRD 444 | Global Semester Exchange: The Chinese University of Hong Kong: Peoples and Cultures of Southeast Asia | 100 | 3 | | | 1 | 0 | | | | | | | | | | 1 | |
| BUSABRD 465 | Global Semester Exchange: National University of Singapore | 100 | 1-20 | | | 15 | 0 | | | | | 3 | 0 | | | Y | 15 | |
| BUSABRD 482 | Global Semester Exchange: Thammasat Business School | 100 | 4 | | | 8 | 0 | | | | | | | | | | 8 | |
| Business, Stephen M. Ross School of: Strategy | | | | | | | | | | | | | | | | | | |
| STRATEGY 584 | Business in Asia [international studies course with SEA content] | 25 | 3 | 0 | 43 | | | | | | | | | | | | 43 | |

*Courses marked with an asterisk are partially or fully paid for using NRC funds

| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | |
|---|---|------------------|-------------|-------------------------|----|----|----|----|---|---------------------------------|----|-----|----|----|---|------------------------|--------------------|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | |
| STRATEGY 503 | Global Competative Business Environment | 25 | 3 | | 69 | | | | | | | | | | | | 69 |
| Engineering, College of: Atmospheric, Oceanic and Space Science | | | | | | | | | | | | | | | | | |
| AOSS 171, BIOLOGY 110, EARTH 171, ENSCEN 171, ENVIRON 110 | Introduction to Global Change: The Science Behind Sustainability [global course with SEA content] | 25 | 4 | 176 | 0 | | | | | 179 | 0 | | | | | Y | 176 |
| AOSS 172, EARTH 172, ENSCEN 172, ENVIRON 111, GEOG 111 | Global Change: The Sustainability Challenge [global studies course with SEA content] | 25 | 4 | | | 94 | 0 | | | | | 148 | 0 | | | Y | 94 |
| Engineering, College of: Industrial & Operations Engineering | | | | | | | | | | | | | | | | | |
| IOE 430 | Global Cultural Systems Engineering [theory & methods course with SEA case studies] | 25 | 3 | 57 | 12 | | | | | 57 | 14 | | | | | Y | 69 |
| Environment and Sustainability, School for | | | | | | | | | | | | | | | | | |
| EAS 539 | Landscape Ecology [international studies course with SEA case studies] | 25 | 2 | | | | | | | | | | | | | | 0 |
| Law School | | | | | | | | | | | | | | | | | |
| LAW 519 | United Nations and Other International Organizations [includes ASEAN] | 25 | 3 | | | | | | | 0 | 35 | | | | | | 0 |
| LAW 578 | Critical Issues in Law and Development | 25 | 3 | | | | | | | | | 0 | 29 | | | | 0 |
| LAW 606 | Transnational Law | 25 | 3 | | | | | | | 0 | 16 | | | | | | 0 |
| LAW 630 | International Law [international studies course with SEA case studies] | 25 | 4 | | | | | | | | | 0 | 82 | | | Y | 0 |
| LAW 678 | International Finance [international studies course with SEA case studies] | 25 | 4 | | | 0 | 30 | | | | | | | | | | 30 |

*Courses marked with an asterisk are partially or fully paid for using NRC funds

PR Award # 18154100100

| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | |
|--|--|------------------|-------------|-------------------------|----|----|----|----|---|---------------------------------|----|----|----|----|---|------------------------|--------------------|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | |
| LAW 692 | International Law Fundamentals [international studies course with SEA content] | 25 | 3 | | | 0 | 42 | | | | | | | | | | 42 |
| LAW 724 | International Refugee Law [international studies course with SEA content] | 25 | 3 | 0 | 20 | | | | | 0 | 23 | | | | | Y | 20 |
| LAW 744 | Use of Force in International Law [international studies course with SEA case studies] | 25 | 2 | | | 0 | 40 | | | | | | | | | | 40 |
| LAW 787 | Impact of Human Rights on International Law [international studies course with SEA content] | 25 | 1 | | | 0 | 18 | | | | | 0 | 23 | | | | 18 |
| LAW 838 | Law of Armed Conflict [international studies course with SEA case studies] | 25 | 2 | | | | | | | | | 0 | 13 | | | | 0 |
| Literature, Science & the Arts, College of: American Culture | | | | | | | | | | | | | | | | | |
| AMCULT 204, HONORS 241 | Themes in American Culture: Fall and Rise of American Empire [international course with SEA content] | 25 | 4 | | | | | | | 35 | 0 | | | | | | 0 |
| AMCULT 204, ASIANPAM 204 | Themes in American Culture: Gender and Imperialism [international studies course with SEA content] | 25 | 3 | | | | | | | | | 32 | 0 | | | | 0 |
| AMCULT 314, ASIANPAM 314, HISTORY 378 | History of Asian Americans in the U.S. [comparative course with SEA content] | 33 | 3 | | | 17 | 0 | | | | | 16 | 1 | | | Y | 17 |
| AMCULT 324, ENGLISH 381, ASIANPAM 324 | Asian American Literary and Cultural Production | 33 | 3 | | | | | | | | | 22 | 0 | | | | 0 |
| AMCULT 325, ASIANPAM 325, ENGLISH 388 | Pacific Literary & Cultural Studies [international studies course with SEA content] | 25 | 3 | 19 | 0 | | | | | | | 14 | 0 | | | | 19 |
| AMCULT 333, NATIVAM 333 | Green Indigeneity | 25 | 3 | | | | | | | 25 | 0 | | | | | | 0 |

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| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | |
|--|--|------------------|-------------|-------------------------|---|----|---|----|---|---------------------------------|---|----|---|----|---|------------------------|--------------------|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | |
| AMCULT 352, ASIANPAM 352 | Asian/Pacific Islander American Cultural Performance [comparative course with SEA content] | 25 | 3 | 38 | 0 | | | | | | | | | | | | 38 |
| AMCULT 353, HISTORY 454, ASIANPAM 353 | Asians in American Film and Television | 33 | 3 | 40 | 0 | | | | | 40 | 0 | | | | | | 40 |
| AMCULT 498 | Capstone Seminar in American Culture: The Rise & Fall of the American Empire [international studies course with SEA content] | 25 | 3 | 13 | 0 | | | | | | | | | | | | 13 |
| AMCULT 995 | Dissertation-Candidate [independent study supervised by SEAS faculty] | 100 | 8 | 0 | 2 | 0 | 2 | | | | | | | | | Y | 4 |
| Literature, Science & the Arts, College of: Anthropology, Cultural | | | | | | | | | | | | | | | | | |
| ANTHRBIO 461, EEB 401, ENVIRON 461 | Primate Conservation Biology | 25 | 3 | 9 | 0 | | | | | 10 | 0 | | | | | | 9 |
| Literature, Science & the Arts, College of: Anthropology, Cultural | | | | | | | | | | | | | | | | | |
| ANTHRCUL 222 | The Comparative Study of Cultures [global course with SEA case studies] | 25 | 4 | 35 | 0 | | | | | 50 | 0 | | | | | Y | 35 |
| ANTHRCUL 272, LING 272 | Language in Society [global course with SEA case studies] | 25 | 4 | | | 56 | 0 | | | | | 61 | 0 | | | Y | 56 |
| ANTHRCUL 329, INTLSTD 385 | Encounters: Cultural Difference in the Modern World [international studies course with SEA content] | 25 | 4 | | | | | | | | | 35 | 0 | | | | 0 |
| ANTHRCUL 330 | Culture, Thought, and Meaning [comparative course with SSEA content] | 33 | 4 | 89 | 0 | | | | | 70 | 0 | | | | | Y | 89 |
| ANTHRCUL 332 | Exchange, Commodities, and Money [global course with SEA case studies] | 25 | 4 | | | 45 | 0 | | | | | | | | | | 45 |
| ANTHRCUL 333 | Non-Western Legal Systems I [comparative course with SEA case studies] | 25 | 3 | 26 | 0 | | | | | 36 | 0 | | | | | Y | 26 |

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| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | | |
|--|---|------------------|-------------|-------------------------|---|----|---|----|---|---------------------------------|----|----|----|----|---|------------------------|-------------------|----|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enro | |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | | |
| ANTHRCUL 349 | Indigenous Political Movements [global course with SSEA case studies] | 25 | 3 | | | | | | | | 12 | 0 | | | | | | 0 |
| ANTHRCUL 379 | Language and Culture [global course with SSEA case studies] | 25 | 4 | 53 | 0 | | | | | | | | | | | | | 53 |
| ANTHRCUL 439 | Economic Anthropology & Development thoery & application course with SEA case studies] | 25 | 3 | | | 55 | 0 | | | | | | 49 | 0 | | | Y | 55 |
| ANTHRCUL 458, INTLSTD 401, MENAS 591 | Topics in Sociocultural and Linguistic Anthropology: The Anthropology of Islam [comparative course with SEA case studies] | 33 | 3 | 12 | 0 | | | | | | | | | | | | Y | 12 |
| ANTHRCUL 458, INTLSTD 401, MENAS 592 | Anthropology Topics - Globalization of Biomedicine | 33 | 3 | | | 20 | | | | | | | | | | | | 20 |
| ANTHRCUL 541 | Environmental Anthropology [global course with SEA case studies] | 25 | 3 | | | | | | | | | | 0 | 9 | | | | 0 |
| ANTHRCUL 632 | Comparative Analysis of Kinship [comparative studies course with SEA case studies] | 25 | 3 | | | | | | | 0 | 11 | | | | | | | 0 |
| ANTHRCUL 959 | Survey of Literature [independent study supervised by SEA specialist faculty only] | 100 | 1-4 | | | | 2 | | | | | | | | | | Y | 2 |
| ANTHRCUL 990 | Dissertation/Precandidate [supervised by SEA specialist faculty only] | 100 | 1-8 | | | | 1 | | | | | | | 1 | | | Y | 1 |
| ANTHRCUL 995 | Dissertation/Candidate [supervised by SEA specialist faculty only] | 100 | 8 | | 3 | | 4 | | | | 5 | | 4 | | | | Y | 7 |
| Literature, Science & the Arts, College of: Asian Languages & Cultures | | | | | | | | | | | | | | | | | | |
| ASIAN 210, HISTORY 219 | The Philippines: Culture and History | 100 | 4 | 45 | 0 | | | | | | | | | | | | | 45 |
| ASIAN 220, RELIGION 202 | Philosophy and Religion in Asia | 33 | 4 | | | | | | | | | | | | | | Y | 0 |

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| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | |
|---|---|------------------|-------------|-------------------------|---|-----|---|----|---|---------------------------------|-----|----|-----|----|---|------------------------|--------------------|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | |
| ASIAN 230, PHIL 230, RELIGION 230 | Introduction to Buddhism [comparative course with SEA content] | 50 | 4 | 302 | 0 | | | | | | 275 | 0 | | | | Y | 302 |
| ASIAN 235 | Introduction to Asian Studies [international course with SEA content] | 33 | 4 | 53 | 0 | | | | | | 61 | 0 | | | | Y | 53 |
| ASIAN 248, HISTORY 248, RELIGION 248 | Jesus Comes to Asia: Conversion & its Consequences in Asia [comparative studies course with SEA content] | 25 | 3 | | | 47 | 0 | | | | | | | | | | 47 |
| ASIAN 250 | Undergraduate Seminar in Buddhist Studies: Buddhist Saints, Spirits and Shrines [comparative course with SEA content] | 100 | 3 | | | 17 | 0 | | | | | | | | | | 17 |
| ASIAN 258 | Food & Drink of Asia [comparative course with SEA content] | 33 | 4 | | | 119 | 0 | | | | | | 135 | 0 | | Y | 119 |
| ASIAN 280 | Topics in Asian Studies: Magic in Southeast Asia | 100 | 3 | | | | | | | | 13 | 0 | | | | | 0 |
| ASIAN 280 | Topics in Asian Studies: Buddhist Saints, Spirits and Shrines | 100 | 3 | | | | | | | | | | | | | Y | 0 |
| ASIAN 285, WOMENSTD 285 | Love and Intimacy in Asia [comparative course with SEA content] | 33 | 3 | | | 29 | 0 | | | | | | | | | | 29 |
| ASIAN 308, RCHUMS 308 | Arts and Ideas of Modern and Southeast Asia [comparative course with SEA content] | 75 | 3 | | | 15 | 0 | | | | | | | | | | 15 |
| ASIAN 308, RCHUMS 308 | Arts and Ideas of Modern South and Southeast Asia | 75 | 3 | | | | | | | | | | | | | Y | 0 |
| ASIAN 327 | Thai Buddhism and Film | 100 | 3 | | | | | | | | | | 22 | 0 | | | 0 |
| ASIAN 328, RELIGION 328 | Introduction to Theravada Buddhism [comparative course with SEA content] | 75 | 3 | | | | | | | | | | 15 | 6 | | | 0 |
| ASIAN 329 | Buddhism, Politics, and Violence in Modern Asia | 50 | 3 | | | | | | | | | | | | | Y | 0 |
| ASIAN 342, ASIAN 570, | Gender and Power in Southeast Asia | 100 | 3 | 22 | 1 | | | | | | | | | | | Y | 23 |

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| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | | |
|---|--|------------------|-------------|-------------------------|----|----|---|----|---|---------------------------------|---|----|---|----|---|------------------------|--------------------|--|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol | |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | | |
| WOMENSTD 332 | | | | | | | | | | | | | | | | | | |
| ASIAN 373, RCHUMS 373 | The Performing Arts in South and Southeast Asia | 50 | 3 | 9 | 0 | | | | | | | | | | | | 9 | |
| ASIAN 381 | Junior/Senior Colloquium for Concentrators: Research: Senior Project in Asian Studies | 100 | 3 | 20 | 0 | 17 | 0 | | | 11 | 0 | 13 | 0 | | | Y | 37 | |
| ASIAN 397 | Mini Course in Asian Studies: History of Asian Studies | 33 | 1 | | | 33 | 0 | | | | | | | | | | 33 | |
| ASIAN 464, HISTORY 470, RELIGION 464 | From Mystic Saints to Holy Warriors: Islam in Southeast Asia | 100 | 3 | | | | | | | 12 | 6 | | | | | | 0 | |
| ASIAN 480 | Topics in Asian Studies: Thailand: Culture, Society, and Politics | 100 | 3 | | | | | | | 2 | 4 | | | | | | 0 | |
| ASIAN 480 | Topics in Asian Studies: Dance in Modern Asia: History, Identity, Politics [comparative course with SEA content] | 33 | 3 | | | | | | | | | 15 | 0 | | | | 0 | |
| ASIAN 480, HISTART 497, MUSEUMS 498 | Topics in Asian Studies: Curatorial Seminar: Gallery Installation at the Detroit Institute of Arts [comparative course with X galleries] | 50 | 3 | | | | | | | | | 9 | 1 | | | | 0 | |
| ASIAN 483 | The Lives of the Buddha, from India to Manga [comparative course with SEA content] | 33 | 3 | 6 | 2 | | | | | | | X | X | | | | 8 | |
| ASIAN 484 | Lives of the Tantra Saints | 33 | 3 | | | 0 | 4 | | | | | | | | | | 4 | |
| ASIAN 500 | Seminar in Asian Studies: Rethinking Area Studies through the Modern Asian Novel | 33 | 3 | | | 0 | 7 | | | | | | | | | | 7 | |
| ASIAN 546 | Critical Studies in Asian Performance: Indonesia and China | 50 | 3 | | | | | | | | | 0 | 7 | | | | 0 | |
| ASIAN 550 | Critical Introduction to Asian Studies | 33 | 3 | 0 | 11 | | | | | 0 | 8 | | | | | Y | 11 | |
| ASIAN 570 | Seminar in Southeast Asian Studies | 100 | | | | | | | | | | | | | | Y | 0 | |
| Literature, Science & the Arts, College of: Asian/Pacific Islander American Studies | | | | | | | | | | | | | | | | | | |

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| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | |
|--|---|------------------|-------------|-------------------------|---|----|---|----|---|---------------------------------|---|----|---|----|---|------------------------|--------------------|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | |
| ASIANPAM 214, AMCULT 214 | Introduction to Asian/Pacific American Studies [comparative course with SEA content] | 33 | 1-2 | 36 | 0 | | | | | 35 | 0 | | | | | Y | 36 |
| ASIANPAM 388 | Field Study [course with SEA content] | 25 | 1-4 | | | | | | | 1 | 0 | | | | | | 0 |
| ASIANPAM 389 | Reading Course in Asian/Pacific Islander American Studies [literature course with SEA content] | 25 | 1-4 | 1 | 0 | 1 | 0 | | | | | | | | | Y | 2 |
| Literature, Science & the Arts, College of: Communication Studies | | | | | | | | | | | | | | | | | |
| COMM 432 | Foreign News Coverage [international studies course with SEA content] | 33 | 3 | 15 | 0 | 15 | 0 | 9 | 0 | 14 | 0 | 15 | 0 | X | X | Y | 39 |
| COMM 440 | Global Iconic Events [international studies course with SEA case studies] | 25 | 3 | | | | | | | 25 | 0 | | | | | | 0 |
| Literature, Science & the Arts, College of: Comparative Literature, Program in | | | | | | | | | | | | | | | | | |
| COMPLIT 750 | Seminar: Topics in Comparative Literature: New Thinkers of the Global South [comparative course with SEA content] | 25 | 3 | | | | | | | 11 | 0 | | | | | | 0 |
| Literature, Science & the Arts, College of: Economics | | | | | | | | | | | | | | | | | |
| ECON 665 | Economic Development of Underdeveloped Countries I [theoretical course with SEA case studies] | 25 | 3 | 0 | 5 | | | | | 0 | 8 | | | | | Y | 5 |
| Literature, Science & the Arts, College of: English Language & Literature | | | | | | | | | | | | | | | | | |
| ENGLISH 475 | Studies in World Literatures in English: Empire, Violence and Narrative in the Asia/Pacific [comparative course with SEA content] | 25 | 3 | | | | | | | | | | | | | Y | 0 |
| ENGLISH 499 | Directed Study | 100 | 1 | 1 | 0 | | | | | | | | | | | Y | 1 |
| ENGLISH 995 | Dissertation-Candidate [independent study supervised by SEAS faculty] | 100 | 8 | 0 | 2 | 0 | 3 | | | 0 | 3 | 0 | 3 | | | Y | 5 |
| Literature, Science & the Arts, College of: French | | | | | | | | | | | | | | | | | |
| FRENCH 270 | French and Francophone Literature and Culture: France's Orient [international studies course with SEA content] | 25 | 3 | 13 | 0 | | | | | 13 | 0 | 9 | 0 | | | Y | 13 |

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| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | | |
|---|--|------------------|-------------|-------------------------|---|-----|---|----|---|---------------------------------|---|-----|---|----|---|------------------------|--------------------|-----|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol | |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | | |
| Literature, Science & the Arts, College of: Geography | | | | | | | | | | | | | | | | | | |
| GEOG 145, INTLSTD 101 | Introduction to International Studies [international studies course with SEA content] | 25 | 3 | 268 | 0 | 262 | 0 | 21 | 0 | 259 | 0 | 116 | 0 | X | X | Y | | 551 |
| Literature, Science & the Arts, College of: History | | | | | | | | | | | | | | | | | | |
| HISTORY 195 | The Writing of History: Islam at Sea: The View from the Indian Ocean [comparative course with SEA content] | 50 | 4 | | | | | | | 18 | 0 | | | | | | | 0 |
| HISTORY 207,ASIAN 207 | Southeast Asian Civilization | 100 | 4 | 80 | 0 | | | | | | | | | | | Y | | 80 |
| HISTORY 232 | Interdisciplinary Topics in History: Histories of Global Health | 25 | 4 | | | | | | | | | | | | | Y | | 0 |
| HISTORY 243, ISLAM 243, MENAS 243, | The Dawn of Islamic History [comparative course with SEA content] | 25 | 3 | | | 22 | 0 | | | | | | | | | Y | | 22 |
| HISTORY 266 | Twentieth Century American Wars as Social & Personal Experience [international studies course with SEA content] | 25 | 4 | 40 | 0 | | | | | 57 | 0 | | | | | Y | | 40 |
| HISTORY 328, AMCULT 311, ASIANPAM 311 | Humanities Topics in History: America's Asia: Asian Americans, Pacific Islanders, and the Cold War [international studies course with SEA content] | 33 | 3 | | | | | | | 20 | 0 | 27 | 0 | | | | | 0 |
| HISTORY 328 | Humanities Topics in History: Colonial Capitalism and U.S. Empire [international studies course with SEA content] | 25 | 3 | | | | | | | | | 12 | 0 | | | | | 0 |
| HISTORY 407, INTLSTD 401 | Advanced Study in Comparative and Transnational History: Global Cultural Encounters Since 1800 [international studies course with SEA content] | 25 | 3 | | | 14 | 0 | | | | | | | | | | | 14 |
| HISTORY 445, ISLAM 490, NEAREAST 411, POLSCI | Topics in History: Modern Islamic Movements [global course with SEA content] | 25 | 3 | | | | | | | | | 12 | 1 | | | | | 0 |

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|---|---|------------------|-------------|-------------------------|----|----|---|----|---|---------------------------------|---|----|---|----|---|------------------------|--------------------|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | |
| 489, REEES 411, RELIGION 402 | | | | | | | | | | | | | | | | | |
| HISTORY 452, SEAS 452 | History of Late-Colonial Southeast Asia | 100 | 3 | | | | | | | | | 9 | 0 | | | | 0 |
| HISTORY 466 | Building American Empire: War, Politics, and Social Reform in the US, 1901-1950 | 25 | 3 | 17 | 0 | | | | | | | | | | | | 17 |
| HISTORY 469, HISTORY 698 | Precolonial Southeast Asia | 100 | 3 | 8 | 5 | | | | | | | | | | | | 13 |
| HISTORY 688 | Studies in Twentieth-Century American History: The United States and the World [global course with SEA content] | 25 | 3 | 0 | 11 | | | | | | | | | | | | 11 |
| HISTORY 698 | Topics in History: Problems in Early SE Asian History | 100 | 3 | | | | | | | | | | | | | Y | 0 |
| HISTORY 700 | Independent Research Seminar [taught by SEA specialist instructor only] | 100 | 1-3 | | | | 1 | | | | | | | | | Y | 1 |
| HISTORY 804 | Reading Course for the General Exam [supervised by SEA specialist instructors only] | 100 | 1-3 | | | | | | | | | 1 | | | | Y | 0 |
| HISTORY 995 | Dissertation/Candidate [supervised by SEA specialist faculty only] | 100 | 8 | | 3 | | 2 | | | | 1 | | 3 | | | Y | 5 |
| Literature, Science & the Arts, College of: History of Art | | | | | | | | | | | | | | | | | |
| HISTART 394 | Global Politics and Contemporary Art [global course with SEA content] | 25 | 3 | | | 15 | 0 | | | | | | | | | | 15 |
| HISTART 497, HISTART 689 | Upper-Level Seminar: Modern Islamic Art and Visual Culture [global course with SEA case studies] | 25 | 3 | 8 | 1 | | | | | | | | | | | | 9 |
| HISTART 600 | Graduate Independent Study [supervised by SEA faculty] | 100 | 1 | | | 0 | 1 | | | | | | | | | Y | 1 |
| HISTART 995 | Dissertation/Candidate [supervised by SEAS specialist faculty] | 100 | 8 | 0 | 2 | 0 | 2 | | | 0 | 2 | 0 | 2 | | | Y | 4 |
| Literature, Science & the Arts, College of: International & Comparative Studies, Program in | | | | | | | | | | | | | | | | | |

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| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | | |
|---|--|------------------|-------------|-------------------------|---|----|---|----|---|---------------------------------|---|-----|---|----|---|------------------------|--------------------|-----|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol | |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | | |
| INTLSTD 301 | Topics in International Studies: Theory and Practice of Human Rights [international studies course with SEA content] | 25 | 3 | 150 | 0 | | | | | | | 122 | 0 | | | | | 150 |
| INTLSTD 390 | Designing Research in International Studies [international studies course with SEA content] | 25 | 3 | | | | | | | | | 6 | 0 | | | | | 0 |
| INTLSTD 401, SEAS 455, SEAS 501 | International Studies Advanced Seminar: Introduction to Southeast Asian Studies | 100 | 3 | 15 | 0 | | | | | 2 | 6 | | | | | | | 15 |
| Literature, Science & the Arts, College of: Islam | | | | | | | | | | | | | | | | | | |
| ISLAM 216, NEAREAST 216, RELIGION 204 | Introduction to Islam [international studies course with SEA content] | 25 | 4 | | | 35 | 0 | | | | | 25 | 0 | | | Y | | 35 |
| ISLAM 285, HISTART 285, NEAREAST 285 | Visual Culture Islam [comparative course with SEA case studies] | 25 | 4 | 32 | 5 | | | | | 41 | 0 | | | | | Y | | 37 |
| ISLAM 424, NEAREAST 424, RELIGION 461 | Islamic Intellectual History [comparative course with SEA content] | 25 | 3 | | | 8 | 5 | | | | | | | | | | | 13 |
| Literature, Science & the Arts, College of: Linguistics | | | | | | | | | | | | | | | | | | |
| LING 367, ASIAN 367 | Languages of Asia | 33 | 3 | | | 40 | 0 | | | | | 48 | 0 | | | Y | | 40 |
| LING 990 | Dissertation-PreCandidate [supervised by SEA specialist faculty] | 100 | 8 | | | 0 | 1 | | | | | 0 | 1 | | | Y | | 1 |
| LING 990 | Dissertation-PreCandidate [supervised by SEA specialist faculty] | 100 | 8 | | | | | | | | | 0 | 1 | | | Y | | 0 |
| LING 995 | Dissertation-Candidate [supervised by SEA specialist faculty] | 100 | 8 | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 1 | | | Y | | 4 |

*Courses marked with an asterisk are partially or fully paid for using NRC funds

| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | | |
|--|--|------------------|-------------|-------------------------|---|----|---|----|---|---------------------------------|---|----|---|----|---|------------------------|--------------------|--|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol | |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | | |
| Literature, Science & the Arts, College of: Middle Eastern & North African Studies | | | | | | | | | | | | | | | | | | |
| MENAS 231, HISTORY 231, ISLAM 291 | Social Science Topics in MENAS: Peace and Peace Movements in the Muslim World [comparative course with SEA content] | 25 | 4 | | | 26 | 0 | | | | | | | | | | 26 | |
| Literature, Science & the Arts, College of: Near Eastern Studies | | | | | | | | | | | | | | | | | | |
| NEAREAST 321 | Jihad in History [international course with SEA content] | 25 | 3 | 5 | 0 | | | | | | | | | | | | 5 | |
| Literature, Science & the Arts, College of: Political Science | | | | | | | | | | | | | | | | | | |
| POLSCI 354, SEAS 354 | Governments and Politics of Southeast Asia | 100 | 3 | 77 | 0 | | | | | | | | | | | Y | 77 | |
| POLSCI 389 | Topics in Contemporary Political Science: Comparative Nationalism and Ethnic Politics [comparative course with SEA content] | 25 | 3 | | | | | | | | | | | | | Y | 0 | |
| POLSCI 389 | Topics in Contemporary Political Science: International Legal Theory [international studies course with SEA content] | 25 | 3 | | | | | | | | | | | | | Y | 0 | |
| POLSCI 389 | Topics in Contemporary Political Science: The Roots of Radical Political Islam [international studies course with SEA content] | 25 | 4 | | | 71 | 0 | | | | | | | | | | 71 | |
| POLSCI 389, INTLSTD 385 | Topics in Contemporary Political Science: International Law and Human Rights [international studies course with SEA content] | 25 | 3 | | | | | | | | | 74 | 0 | | | | 0 | |
| POLSCI 489 | Advanced Topics in Contemporary Political Science: Authoritarianism and State Repression [comparative studies course with SEA content] | 25 | 3 | | | | | | | | | | | | | Y | 0 | |
| POLSCI 497, INTLSTD 401 | Undergraduate Seminar in Comparative and Foreign Government: Experimental Approaches to the Political Economy of Development [international studies course with SEA content] | 25 | 3 | | | | | | | 25 | 0 | | | | | | 0 | |

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PR Award # 15-1100100

| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | |
|--|---|------------------|-------------|-------------------------|----|----|---|----|---|---------------------------------|---|----|---|----|---|------------------------|--------------------|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | |
| POLSCI 498, INTLSTD 401 | Undergraduate Seminar in International Politics: Human Rights [international studies course with SEA content] | 25 | 3 | | | 23 | 0 | | | | | 31 | 0 | | | Y | 23 |
| POLSCI 641 | Proseminar in Comparative Politics [comparative studies course with SEA case studies] | 25 | 3 | 0 | 11 | | | | | 0 | 7 | | | | | Y | 11 |
| POLSCI 688 | Selected Topics in Political Science: Advanced Studies in State Repression [international studies course with SEA content] | 25 | 3 | | | 0 | 9 | | | | | 0 | 5 | | | Y | 9 |
| POLSCI 688 | Selected Topics in Political Science: Comparative Political Behavior [comparative course with SEA case studies] | 25 | 3 | | | 0 | 9 | | | | | 0 | 6 | | | Y | 9 |
| POLSCI 691 | Directed Readings [independent study supervised by SEAS faculty] | 100 | 1-6 | | | | | | | 0 | 2 | | | | | Y | 0 |
| POLSCI 995 | Dissertation-Candidate [supervised by SEAS specialist faculty only] | 100 | 8 | 0 | 4 | 0 | 4 | | | 0 | 3 | 0 | 2 | | X | Y | 8 |
| Literature, Science & the Arts, College of: Residential College Core Courses | | | | | | | | | | | | | | | | | |
| RCCORE 100 | First Year Seminar: Saving the World with a Story: Writers' Voices of Conscience in Fiction [comparative studies course with SEA content] | 33 | 4 | 14 | 0 | | | | | | | | | | | | 14 |
| Literature, Science & the Arts, College of: Residential College Humanities | | | | | | | | | | | | | | | | | |
| RCHUMS 301 | Beginning Indonesian Orchestra | 100 | 1 | 1 | 0 | | | | | 2 | 0 | | | | | Y | 1 |
| RCHUMS 303 | Indonesian Orchestra | 100 | 1-2 | 1 | 0 | | | | | 3 | 0 | 2 | 0 | | | Y | 1 |
| RCHUMS 334 | Special Topics in the Humanities: The Arts and Urban Transformation in Global Cities [comparative course with SEA content] | 33 | 3 | | | 7 | 0 | | | | | | | | | | 7 |
| Literature, Science & the Arts, College of: Sociology | | | | | | | | | | | | | | | | | |
| SOC 102 | Introduction to Sociology: Special Topics: Race, Ethnicity, and Social Inclusion in the Contemporary World [global course with SEA content] | 25 | 3 | | | | | | | 108 | 0 | 17 | 0 | | | Y | 0 |

*Courses marked with an asterisk are partially or fully paid for using NRC funds

| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | | |
|---|--|------------------|-------------|-------------------------|----|----|---|----|---|---------------------------------|---|----|---|----|---|------------------------|--------------------|--|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol | |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | | |
| SOC 350 | Human Rights in the United Nations [international studies course with SEA case studies] | 25 | 4 | 87 | 0 | | | | | | | | | | | | 87 | |
| SOC 430, SOC 530 | World Population Dynamics / Social Demography [international studies course with SEA case studies] | 25 | 3 | 64 | 14 | | | | | | | | | | | Y | 78 | |
| SOC 595 | Topics in Sociology: Postcolonial Theory [international studies course with SEA content] | 25 | 3 | 11 | 2 | | | | | | | | | | | | 13 | |
| Literature, Science & the Arts, College of: South and Southeast Asian Studies | | | | | | | | | | | | | | | | | | |
| SSEA 699 | Directed Readings in South and SE Asia | 50 | 1-8 | | | | | | | | | | | | | | 0 | |
| Literature, Science & the Arts, College of: Southeast Asian Studies | | | | | | | | | | | | | | | | | | |
| *SEAS 215, UC 215 | *Contemporary Social Issues in Southeast Asia | 100 | 3 | | | 39 | 0 | | | | | 7 | 0 | | | Y | 39 | |
| SEAS 450, RCIDIV 350 | Minicourse in Southeast Asian Studies | 100 | 1 | | | 6 | 1 | | | | | | | | | | 7 | |
| SEAS 450, RCIDIV 351 | Minicourse in Southeast Asian Studies | 100 | 2 | | | 2 | 2 | | | | | | | | | | 4 | |
| *SEAS 455, MUSPERF 200 | *Topics in Southeast Asian Studies: Music, Culture & Indigeneity in the Philippines | 100 | 3 | | | 9 | 1 | | | | | | | | | | 10 | |
| SEAS 455, INTLSTD 401 | Topics in Southeast Asian Studies: History of Political Economies in Southeast Asia | 100 | 3 | | | | | | | 3 | 2 | | | | | | 0 | |
| SEAS 455 | Topics in Southeast Asian Studies: Criminality and Power in Southeast Asia | 100 | 3 | | | | | | | | | 0 | 3 | | | | 0 | |
| SEAS 500 | Graduate Colloquium of Southeast Asian Studies | 100 | 1 | | | | | | | 0 | 5 | 0 | 5 | | | Y | 0 | |
| SEAS 502 | MA Research Prospectus in Southeast Asian Studies | 100 | 1 | | | 0 | 2 | | | | | 0 | 3 | | | Y | 2 | |
| SEAS 698 | Independent Study of Southeast Asia | 100 | 1-6 | | | | | | | | | | | | | | 0 | |
| SEAS 798 | MA Essay in Southeast Asian Studies | 100 | 1-6 | | | | | 0 | 1 | | | 0 | 1 | | | Y | 1 | |
| Literature, Science & the Arts, College of: Study Abroad | | | | | | | | | | | | | | | | | | |
| STDABRD 352 | National Uni Singapore: Arts of SEA | 100 | 4 | | | 1 | | | | | | | | | | | 1 | |
| STDABRD 352 | National Uni Singapore: Econ Issues Develop World | 25 | 4 | | | 1 | | | | | | | | | | | 1 | |

*Courses marked with an asterisk are partially or fully paid for using NRC funds

| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | |
|--|--|------------------|-------------|-------------------------|---|----|---|----|---|---------------------------------|---|----|---|----|---|------------------------|--------------------|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | |
| STDABRD 352 | National Uni Singapore: Global Econ History | 25 | 4 | | | 1 | | | | | | | | | | | 1 |
| STDABRD 352 | National Uni Singapore: Int'l Trade I | 25 | 4 | | | 1 | | | | | | | | | | | 1 |
| STDABRD 352 | National Uni Singapore: Politics | 25 | 4 | | | 1 | | | | | | | | | | | 1 |
| STDABRD 352 | National Uni Singapore: Pub Health Nutrition | 25 | 4 | | | 1 | | | | | | | | | | | 1 |
| STDABRD 352 | National Uni Singapore: Science Comm & New Media | 25 | 4 | | | 1 | | | | | | | | | | | 1 |
| STDABRD 352 | National Uni Singapore: Sing & Japan: History & Contemp Relations | 50 | 4 | | | 1 | | | | | | | | | | | 1 |
| STDABRD 352 | National Uni Singapore: US Media 20C & Beyond | 25 | 4 | | | 1 | | | | | | | | | | | 1 |
| STDABRD 352 | CGIS: University Study in Singapore-National University of Singapore | 100 | 1-15 | | | | | | | | | 6 | 0 | | | Y | 0 |
| STDABRD 365 | Dev&Globalization Thailand: Directed Research/Field Study Practicum | 25 | 3 | 1 | | | | | | | | | | | | | 1 |
| STDABRD 365 | Dev&Globalization Thailand: Human Perspective: Development & Environment | 25 | 6 | 1 | | | | | | | | | | | | | 1 |
| STDABRD 365 | Dev&Globalization Thailand: Social Research Methods | 25 | 3 | 1 | | | | | | | | | | | | | 1 |
| STDABRD 365 | CGIS: Development and Globalization in Khon Kaen, Thailand | 100 | 1-15 | | | | | | | | | | | | | Y | 0 |
| STDABRD 370 | Public Health Vietnam: International Service in Developing World | 25 | 2 | | | | | 3 | | | | | | | | | 3 |
| STDABRD 370 | Public Health Vietnam: Public Health Through Development | 25 | 3 | | | | | 3 | | | | | | | | | 3 |
| STDABRD 370 | CGIS: Public Health in Ho Chi Minh City, Vietnam | 100 | 1-15 | | | | | | | | | | | 2 | | Y | 0 |
| STDABRD 372 | CGIS: Development, Public Health, and Environment in Ho Chi Minh City, Vietnam | 100 | 1-15 | | | | | | | | | 1 | 0 | | | Y | 0 |
| Literature, Science & the Arts, College of: University Courses | | | | | | | | | | | | | | | | | |
| UC 178 | Global Understanding [theoretical course with SEA case studies] | 25 | 3 | 10 | 0 | | | | | | | | | | | | 10 |

*Courses marked with an asterisk are partially or fully paid for using NRC funds

| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | |
|---|---|------------------|-------------|-------------------------|---|-----|---|----|---|---------------------------------|---|-----|---|----|---|------------------------|--------------------|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | |
| UC 270 | University Courses Special Topics: Global Scholars Program: Defining Critical Global Issues [international studies course with SEA content] | 25 | 2 | | | | | | | | | | | | | | 0 |
| UC 215 | Contemporary Social Issues in Southeast Asia | 100 | 3 | | | 15 | 0 | | | | | | | | | | 15 |
| UC 275 | Global Intercultural Experience for Undergraduates [pre-departure orientation course for summer overseas projects; includes SEA destinations] | 25 | 2 | 99 | 0 | 113 | 0 | | | 107 | | 103 | | | | Y | 212 |
| Literature, Science & the Arts, College of: Women's Studies | | | | | | | | | | | | | | | | | |
| WOMENSTD 385 | Directed Reading [independent study supervised by SEAS faculty] | 100 | 1 | | | 1 | 0 | | | | | | | | | Y | 1 |
| WOMENSTD 432 | Advanced Topics in Gender and Health: Introduction to Global Health: Issues and Challenges | 25 | 3 | | | | | | | | | | | | | Y | 0 |
| Music, Theater & Dance, School of: Ensemble | | | | | | | | | | | | | | | | | |
| ENS 405, ENS 406 | Beginning Javanese Gamelan | 100 | 1 | 8 | 3 | 2 | 0 | | | 9 | 0 | 4 | 0 | | | Y | 13 |
| ENS 407 | Javanese Gamelan Ensemble | 100 | 1 | 4 | 3 | 5 | 1 | | | 5 | 0 | 5 | 0 | | | Y | 13 |
| Music, Theater & Dance, School of: Musicology | | | | | | | | | | | | | | | | | |
| MUSICOL 122 | Introduction to World Music [international studies course with SEA content] | 25 | 3 | | | 49 | 0 | | | | | 47 | 0 | | | Y | 49 |
| MUSICOL 139 | Introduction to Music [global course with SEA content] | 25 | 2 | | | | | | | | | | | | | Y | 0 |
| MUSICOL 343 | Music and Islam [international course with SEA content] | 25 | 3 | 5 | 1 | | | | | 9 | 0 | | | | | Y | 6 |
| *MUSICOL 505 | *Special Course- Introduction to World Music for Educators | 25 | | | | | | 11 | | | | | | | | | 11 |
| MUSICOL 605 | Fieldwork and Ethnography in Ethnomusicology | 25 | 3 | | | 0 | 6 | | | | | 0 | 6 | | | | 6 |
| MUSICOL 881 | Special Reading [independent reading supervised by SEAS faculty] | 100 | 2 | 0 | 1 | | | | | | | | | | | Y | 1 |
| MUSICOL 995 | Dissertation-Candidate [independent study supervised by SEAS faculty] | 100 | 8 | 0 | 2 | 0 | 2 | | | 0 | 2 | 0 | 2 | | | Y | 4 |

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| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | | |
|---|---|------------------|-------------|-------------------------|----|----|----|----|---|---------------------------------|---|----|---|----|---|------------------------|--------------------|--|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol | |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | | |
| Nursing, School of | | | | | | | | | | | | | | | | | | |
| NURS 420, NURS 521, WOMENSTD 432 | Introduction to Global Health [international studies course with SEA content] | 25 | 2 | 34 | 15 | 1 | 7 | | | 82 | 0 | 6 | 4 | | | Y | 57 | |
| NURS 421 | Perspectives in Global Health [international studies course with SEA content] | 25 | 2 | | | 28 | 11 | | | | | 33 | 0 | | | Y | 39 | |
| NURS 667 | Behavioral and Lifestyle Management in Primary Care in Thailand | 100 | 2 | | 8 | | | | | | | | | | | | 8 | |
| Public Health, School of: Environmental Health Sciences | | | | | | | | | | | | | | | | | | |
| EHS 690 | Practice in Global Environmental Health [international studies course with SEA content] | 25 | 2 | | | | | | | | | | | | | Y | 0 | |
| EHS 796 | Global Health and Electronic Waste Recycling | 25 | 3 | | | 7 | | | | | | | | | | | 7 | |
| Public Health, School of: Epidemiology | | | | | | | | | | | | | | | | | | |
| EPID 618 | Global Social Epidemiology [global course with SEA content] | 25 | 3 | 0 | 5 | | | | | 0 | 9 | | | | | Y | 5 | |
| EPID 664 | "Field Methods in Epidemiology for Developing Countries | 25 | 3 | | | | 18 | | | | | | | | | | 18 | |
| Public Health, School of: Public Health | | | | | | | | | | | | | | | | | | |
| PUBHLTH 554 | Applications in Global Public Health [global course with SEA content} | 25 | 3 | | | | | | | | | | | | | Y | 0 | |
| PUBHLTH 616 | Public Health in Action: International [international course prior to Thailand and Indonesia study abroad] | 25 | 4 | | | 0 | 10 | | | | | 0 | 6 | | | Y | 10 | |
| Public Policy, Gerald R. Ford School of | | | | | | | | | | | | | | | | | | |
| PUBPOL 495 | Policy Seminar: Global Financial Markets [global course with SEA case studies] | 25 | 4 | | | | | | | | | | | | | Y | 0 | |
| PUBPOL 495 | Policy Seminar: International Development-Metrics and Analysis [international course with SEA case studies] | 25 | 4 | | | | | | | | | | | | | Y | 0 | |

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PR Award # 181541100100

| APPENDIX II: INTERNATIONAL & AREA STUDIES COURSES | | | | | | | | | | | | | | | | | |
|---|---|------------------|-------------|-------------------------|----|----|---|----|---|---------------------------------|---|----|----|----|---|------------------------|--------------------|
| School/College, Department & Course Number | Course Title | % SEA Cont | Cred Hrs | Enrollment AY2016-17 | | | | | | Enrollment/Offered AY2017-18 | | | | | | Offered AY 18-19 | 16- 17 Enrol |
| | | | | FA | | WN | | SS | | FA | | WN | | SS | | | |
| | | | | UG | G | UG | G | UG | G | UG | G | UG | G | UG | G | | |
| PUBPOL 534 | Economics of Developing Countries [international course with SEA content] | 25 | 3 | | | | | | | | | | | | | Y | 0 |
| PUBPOL 580 | Values, Ethics, and Public Policy | 25 | 3 | | | | | | | | | 0 | 35 | | | | 0 |
| PUBPOL 621 | Peacebuilding: Law, Diplomacy, and the Transition from Conflict | 25 | 1.5 | | | | | | | | | 0 | 17 | | | | 0 |
| PUBPOL 675 | Human Rights & International Policy [international studies course with SEA content] | 25 | 3 | 0 | 19 | | | | | | | | | | | | 19 |
| PUBPOL 676 | International Politics of Poverty [international studies course with SEA content] | 25 | 3 | | | | | | | | | 0 | 22 | | | | 0 |
| PUBPOL 750 | Special Topics: Comparative Law and Policy [theoretical course with SEA case studies] | 25 | 3 | | | 0 | 7 | | | | | 0 | 6 | | | Y | 7 |
| PUBPOL 763 | Global Issues: Drugs, Crime, and Terrorism [global course with SEA case studies] | 25 | 3 | | | | | | | | | | | | | Y | 0 |
| Social Work, School of | | | | | | | | | | | | | | | | | |
| SW 701 | Practice in International Social Work [international studies course with SEA content] | 25 | 3 | 0 | 14 | | | | | | | | | | | Y | 14 |

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UNIVERSITY OF MICHIGAN CENTER FOR SOUTHEAST ASIAN STUDIES
ACRONYM LIST

| ACRONYM | DEFINITION |
|------------|---|
| ABC | Asian Business Conference |
| AP1 or AP2 | Absolute Priority 1 or Absolute Priority 2 |
| ACTFL | American Council on the Teaching of Foreign Languages |
| ALC | Department of Asian Languages and Cultures, University of Michigan |
| AS | Asian Studies |
| ASEAN | Association of Southeast Asian Nations |
| BTAA | Big Ten Academic Alliance |
| CC | Community College |
| CEDER | Center for Education Design, Evaluation, and Research |
| CGIS | Center for Global and Intercultural Study |
| COA | Cost of Attendance |
| CORMOSEA | Committee on Research Materials on Southeast Asia |
| COTI | Consortium for the Teaching of Indonesian |
| COTSEAL | The Council of Teachers of Southeast Asian Languages |
| CP1 or CP2 | Competitive Priority 1 or Competitive Priority 2 |
| CRLT | Center for Research on Learning and Teaching |
| CSEAS | Center for Southeast Asian Studies, University of Michigan |
| EFC | Expected Family Contribution |
| ELF | Experiential Learning Fund |
| FASAC | Foreign Area Studies Advisory Committee |
| FERA | Formative Evaluation Research Associates |
| GPASS | Global Practices in Applied Social Sciences |
| II | International Institute, University of Michigan |
| IS | International Studies |
| ISP | Islamic Studies Program |
| ISS | Instructional Support Services |
| ISVC | Islamic Studies Virtual Curriculum |
| LCTL | Less Commonly Taught Language |
| LRC | Language Resource Center |
| LSA | College of Literature, Science and the Arts, University of Michigan |
| MENASEA | Middle East and North African Studies and Southeast Asia Studies Teacher Training Program, University of Michigan |
| MIIE | Midwest Institute for International/Intercultural Education |
| MIRS | MA in International and Regional Studies Degree |
| NEH | National Endowment for the Humanities |
| OVPR | Office of the Vice President for Research |
| PICS | Program in International and Comparative Studies, University of Michigan |

UNIVERSITY OF MICHIGAN CENTER FOR SOUTHEAST ASIAN STUDIES
ACRONYM LIST

| | |
|--------|---|
| RGS | Rackham Graduate School, University of Michigan |
| SEA | Southeast Asia |
| SEAD | Southeast Asia Division of UM Library |
| SEAR | Southeast Asia Research Group |
| SEAS | Southeast Asian Studies |
| SEASSI | Southeast Asian Studies Summer Institute, University of Wisconsin-Madison |
| SPH | School of Public Health, University of Michigan |
| UM | University of Michigan |
| UML | University of Michigan Libraries |
| UPR | University of Puerto Rico – Rio Piedras |
| UROP | Undergraduate Research Opportunity Program |
| WCC | Washtenaw Community College |
| WHaLI | World History and Literature Initiative |

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

| UM CSEAS NRC BUDGET 2018-2022 | | | | | |
|-------------------------------|--|--------------------|--------------------|--------------------|--------------------|
| pg. ref | NRC Budget Category | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| | | | | | |
| | 1. PERSONNEL | | | | |
| | A. Administrative | | | | |
| 9 | Program Manager, Alison Rivett Fringe benefits at 31%; 50% salary of 100% time on CSEAS. | \$25,000.00 | \$25,750.00 | \$26,522.50 | \$27,318.18 |
| | | \$7,750.00 | \$7,982.50 | \$8,221.98 | \$8,468.63 |
| Appx I | Evaluation and Collaborative Outreach Assistant, Evan Vowell Fringe benefits at 31%; 10% salary of 10% time on CSEAS. | \$4,250.00 | \$4,377.50 | \$4,508.83 | \$4,644.09 |
| | | \$1,317.50 | \$1,357.03 | \$1,397.74 | \$1,439.67 |
| | Administrative Salary Subtotal (minus fringe) | \$29,250.00 | \$30,127.50 | \$31,031.33 | \$31,962.26 |
| | Administrative Fringe | \$9,067.50 | \$9,339.53 | \$9,619.71 | \$9,908.30 |
| | Administrative Subtotal (Salary + Fringe) | \$38,317.50 | \$39,467.03 | \$40,651.04 | \$41,870.57 |
| | B. Language Instruction | | | | |
| 33 | Lecturer in Indonesian [FLAS 2], Agustini Fringe benefits at 31%; 33% salary of 100% time on SEA. In collaboration with the U-M LSA Asian Languages and Cultures; negotiating with ALC to pay salary annual increments. | \$16,879.00 | \$16,879.00 | \$16,879.00 | \$16,879.00 |
| | | \$5,232.49 | \$5,232.49 | \$5,232.49 | \$5,232.49 |
| 33 | Lecturer in Vietnamese [FLAS 2], ThuyAnh Nguyen Fringe benefits at 31%; 33% salary of 100% time on SEA. In collaboration with the U-M LSA Asian Languages and Cultures; negotiating with ALC to pay salary annual increments. | \$13,834.00 | \$13,834.00 | \$13,834.00 | \$13,834.00 |
| | | \$4,288.54 | \$4,288.54 | \$4,288.54 | \$4,288.54 |
| 33 | Lecturer in Filipino [FLAS 2], Zenaida Fulgencio Fringe benefits at 31%; 33% salary of 100% time on SEA. In collaboration with the U-M LSA Asian Languages and Cultures; negotiating with ALC to pay salary annual increments. | \$12,134.00 | \$12,134.00 | \$12,134.00 | \$12,134.00 |
| | | \$3,761.54 | \$3,761.54 | \$3,761.54 | \$3,761.54 |
| 33 | Lecturer in Thai [FLAS 2], Aimkamon Bunmee Fringe benefits at 31%; 33% salary of 100% time on SEA. In collaboration with the U-M LSA Asian Languages and Cultures; negotiating with ALC to pay salary annual increments. | \$10,953.00 | \$10,953.00 | \$10,953.00 | \$10,953.00 |
| | | \$3,395.43 | \$3,395.43 | \$3,395.43 | \$3,395.43 |

| | | | | | |
|----|---|--------------------|--------------------|--------------------|--------------------|
| 5 | Thai for Health Professions [FLAS 2] Fringe benefits at 31%; Salary for a specialized 2-credit course for students in health sciences, may be a UM employee | \$3,136.00 | \$3,230.08 | \$3,326.98 | \$3,426.79 |
| | | \$972.16 | \$1,001.32 | \$1,031.36 | \$1,062.31 |
| | | | | | |
| | | | | | |
| | Language Instruction Subtotal (minus fringe) | \$56,936.00 | \$57,030.08 | \$57,126.98 | \$57,226.79 |
| | Language Instruction Fringe | \$17,650.16 | \$17,679.32 | \$17,709.36 | \$17,740.31 |
| | Language Instruction Subtotal (Salary + Fringe) | \$74,586.16 | \$74,709.40 | \$74,836.35 | \$74,967.10 |
| | C. Area and Other Instruction | | | | |
| 27 | CSEAS 215, TBD; .33 FTE, Fringe at 31% Interdisciplinary course for undergraduates with 100% SEA content | \$6,000.00 | \$0.00 | \$6,000.00 | \$0.00 |
| | | \$1,860.00 | | \$1,860.00 | |
| | | | | | |
| 5 | CSEAS 501, TBD; Fringe benefits at 31%; 50% of salary Fall course SEAS 501: Introduction to SEA studies | \$3,500.00 | \$3,500.00 | \$3,500.00 | \$3,500.00 |
| | | \$1,085.00 | \$1,085.00 | \$1,085.00 | \$1,085.00 |
| | | | | | |
| 2 | World Music Course for Educators [AP2, CP2] 8% fringe Negotiating for School of Music to cover full-time fringe and yearly increases; Faculty instruction of a summer course for Music Educators enrolled in Music Education Masters Degree Partial salary contribution for 1 UM faculty, Christi-Anne Castro [Appx I] | \$0.00 | \$1,944.00 | \$0.00 | \$1,944.00 |
| | | \$0.00 | \$155.52 | \$0.00 | \$155.52 |
| | | | | | |
| | Area and Other Instruction Subtotal (minus fringe) | \$9,500.00 | \$5,444.00 | \$9,500.00 | \$5,444.00 |
| | Area Instruction Fringe | \$2,945.00 | \$1,240.52 | \$2,945.00 | \$1,240.52 |
| | Area Studies Instruction (Salary + Fringe) | \$12,445.00 | \$6,684.52 | \$12,445.00 | \$6,684.52 |
| | D. Outreach Personnel | | | | |
| 1 | K-14 Outreach Coordinator; TBD; Fringe benefits at 31%; 50% salary of 50% time on CSEAS. Oversees coordination and logistics of of MENA-SEAS Teacher Training, MENA-SEA Annual K-12 Workshop, Knights-Wallace Journalism Seminars, and related outreach initiatives. | \$22,500.00 | \$23,175.00 | \$23,870.25 | \$24,586.36 |
| | | \$6,975.00 | \$7,184.25 | \$7,399.78 | \$7,621.77 |
| | | | | | |

| | | | | | |
|----|--|---------------------|---------------------|---------------------|---------------------|
| 2 | UPR Outreach Assistant, TBD, Fringe benefits at 31%; 5% salary for 10% SEA time Oversees coordination and logistics of UPR-UM Symposium. Translates educational toolkits from English to Spanish. | \$2,250.00 | \$2,317.50 | \$2,387.03 | \$2,458.64 |
| | | \$697.50 | \$718.43 | \$739.98 | \$762.18 |
| | | | | | |
| | Outreach Salary Subtotal (minus fringe) | \$24,750.00 | \$25,492.50 | \$26,257.28 | \$27,044.99 |
| | Outreach Fringe | \$7,672.50 | \$7,902.68 | \$8,139.76 | \$8,383.95 |
| | Outreach Total (Salary + Fringe) | \$32,422.50 | \$33,395.18 | \$34,397.03 | \$35,428.94 |
| | | | | | |
| | Subtotal All Salaries | \$120,436.00 | \$118,094.08 | \$123,915.58 | \$121,678.05 |
| | 2. FRINGE BENEFITS | | | | |
| | A. Administrative | \$9,067.50 | \$9,339.53 | \$9,619.71 | \$9,908.30 |
| | B. Language Instruction | \$17,650.16 | \$17,679.32 | \$17,709.36 | \$17,740.31 |
| | C. Area and Other Instruction | \$2,945.00 | \$1,240.52 | \$2,945.00 | \$1,240.52 |
| | D. Outreach | \$7,672.50 | \$7,902.68 | \$8,139.76 | \$8,383.95 |
| | | | | | |
| | Subtotal Fringe Benefits | \$37,335.16 | \$36,162.04 | \$38,413.83 | \$37,273.08 |
| | Salaries and Fringe Benefits Subtotal | \$157,771.16 | \$154,256.12 | \$162,329.41 | \$158,951.13 |
| | | | | | |
| | 3. TRAVEL | | | | |
| | A. Foreign Travel | | | | |
| 24 | 1. Library Acquisitions Trip, SEA Librarian F. Susan Go; Partial support for travel, lodging, and per diem | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 |
| | | | | | |
| 5 | 2. International Institution Collaboration: Visiting Instructor/Artist from SEA; International airfare, ground transportation, per diem for one collaboration per year (Professional fee listed in 5B.4c.) | \$3,000.00 | \$3,000.00 | \$0.00 | \$3,000.00 |
| | | | | | |
| 5 | 3. International Institutional Collaboration: UM Faculty to SEA; international airfare, lodging, per diem to develop overseas linkages or lead a study trip, priority given to first time to SEA | \$0.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 |
| | | | | | |

| | | | | | |
|----|--|-------------|-------------|-------------|-------------|
| 5 | 4. UM Professional School faculty to SEA for linkages, training, conferences; contribution toward international airfare, ground transportation, lodging, per diem for UM faculty in professional schools to travel to SEA for research, presentations, workshops | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$0.00 |
| | | | | | |
| | B. Domestic Travel | | | | |
| | 1. Area Studies Related Workshops and Conferences; partial support for flight, lodging, ground transportation, per diem to professional conferences for SEA director, staff, or lecturers | \$500.00 | \$500.00 | \$500.00 | \$500.00 |
| | | | | | |
| 10 | 2. Professional Development Workshops for Language Faculty (Narr., pp. XX); Registration fees, travel, lodging, per diem for 4 lecturers @ \$1,000/each to attend workshops and conferences on language pedagogy and assessments | \$4,000.00 | \$4,000.00 | \$4,000.00 | \$4,000.00 |
| | | | | | |
| 10 | 3. Collaborative Pedagogy Workshops (Narr., pp. XX); Registration fees, travel, lodging, per diem for 4 lecturers to attend ongoing language workshops by COTSEAL and other language consortia for 4 lecturers @ \$800/each | \$3,200.00 | \$3,200.00 | \$3,200.00 | \$3,200.00 |
| | | | | | |
| 6 | 4. Outreach Related Workshops; Travel, lodging, and per diem for a UM faculty or graduate student to present at the University of Puerto Rico Outreach Workshop. Honorarium is listed in Other 1c. | \$1,500.00 | \$1,500.00 | \$1,500.00 | \$1,500.00 |
| | | | | | |
| 2 | 5. UPR Staff Travel; Contribution towards airfare, lodging, ground transfer, and per diem for 1 CEDER design coordinator, 1 keynote speaker (may be a U-M faculty member), and 1 outreach coordinator to be shared with other U-M area centers. | \$900.00 | \$900.00 | \$900.00 | \$900.00 |
| | | | | | |
| | Subtotal Travel | \$20,100.00 | \$23,100.00 | \$20,100.00 | \$21,100.00 |
| | | | | | |

| | | | | | |
|----|---|----------|----------|----------|----------|
| | 4. SUPPLIES | | | | |
| | A. Library Acquisitions | | | | |
| | Books, print material, limited edition publications, and electronic media | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| | B. Office Supplies, Mailing, Communications, Copying | | | | |
| | 1. Newsletters Design and printing for two newsletters per year Yrs 1 & 2, printing only 1 in Yrs 3 & 4 | \$3,400 | \$3,400 | \$2,800 | \$2,800 |
| | 2. Marketing for SEA initiatives flyers, advertisements for scholarships and events, including the shared II annual thematic conference | \$500 | \$500 | \$400 | \$500 |
| | 3. Communication with alumni and community letterhead and stationary | \$175 | \$175 | \$175 | \$150 |
| | C. Outreach & Curricular Materials | | | | |
| 1 | 1. Materials for World History and Language Initiative: design, printing, and mailing of posters, brochures, flyers; books for distribution to teachers | \$500 | \$500 | \$500 | \$500 |
| 34 | 2. Language pedagogy materials; books, printed material, electronic resources, teaching aids | \$500 | \$500 | \$500 | \$500 |
| 5 | 3. Supplies for SEA-studies groups, including books/e-books | \$200 | \$200 | \$150 | \$200 |
| 3 | 4. Supplies for Global Program in Applied Social Sciences; including reading packets and books for distribution to participants | \$250 | \$250 | \$250 | \$250 |
| 5 | 5. Supples for the SEA Grad Colloquium; including reading packets and books for distribution | \$150 | \$150 | \$100 | \$100 |
| 6 | 6. UPR Marketing Materials/Curricular Resources; design, printing, and mailing of posters, brochures, flyers and printing of resource packets of annual UPR symposium | \$600 | \$600 | \$600 | \$600 |
| 1 | 7. MENA-SEA Teacher Training books and curricular resources for distribution to teachers | \$300 | \$300 | \$300 | \$300 |
| | Supplies Subtotal | \$11,575 | \$11,575 | \$10,775 | \$10,900 |
| | | | | | |

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|----|---|------------|------------|------------|------------|
| | 5. Other | | | | |
| | A. Evaluation | | | | |
| | Professional Evaluation Service for Outreach & Education projects | \$8,000 | \$8,000 | \$8,000 | \$8,000 |
| 15 | Service fee for Contribution to hire a professional evaluation company, Formative Evaluation Research Associates (FERA); In collaboration with U-M area centers (Africa, East Asia, Latin America and Caribbean, Middle East and North Africa, South Asia | | | | |
| | B. Outreach | | | | |
| | 1. K-16 Outreach | | | | |
| | U-M - University of Puerto Rico (UPR) Partnership and Symposium [AP1, AP2, CP1, CP2] | | | | |
| 2 | a. UM-University of Puerto Rico Program Coordinator, Juan Hernandez [AP, NRC CPP1] 10 hours @ \$25/hr with Fringe benefits at 8%. Coordinates the annual workshop at UPR and follows up on curriculum development and coordination of website materials. | \$1,350.00 | \$1,350.00 | \$1,350.00 | \$1,350.00 |
| 2 | b. U-M Center for Education Design, Evaluation, and Research; Professional Consulting fee to provide pedagogical consultation to presenters for annual U-M-UPR symposium and to create educational toolkits. | \$1,200 | \$1,200 | \$1,200 | \$1,200 |
| 2 | c. UM-UPR Symposium Presenters: Presenters with SEA expertise will develop presentations and for annual UM-UPR symposium on thematic topics related to world regions for K-14 teachers. Professional consultant fee for 2 U-M faculty and/or graduate student presenters at \$250/each. | \$500 | \$500 | \$500 | \$500 |
| | World History and Literature Initiative [AP1, AP2, CP1, CP2] | | | | |
| 1 | d. WHaLI Coordinator, TBD [AP, NRC CPP2] 20% of salary, 50 hours at \$20/hr., includes Fringe benefits at 8%. Co-coordinates workshops and follow up curriculum development. Supervises pilot teaching and SOE review of curriculum units. | \$1,080.00 | \$1,166.40 | \$1,259.71 | \$1,360.49 |
| | e. WHaLI Workshop; Presenters with SEA expertise will develop presentations and a resource toolkit for annual WHaLI 3-day workshop on thematic topics related to world history and literature for K-14 teachers. Professional consultant fee for 2 U-M faculty and/or graduate student presenters at \$250/each. | \$500 | \$500 | \$500 | \$500 |

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|---|---|------------|------------|------------|------------|
| | f. WHaLI Live Streaming; Fees associated with live-streaming beyond U-M, and paying a local workshop facilitator with pedagogical expertise a professional service fee. | \$500.00 | \$500.00 | \$500.00 | \$500.00 |
| | | | | | |
| | MENA-SEA Teacher-Training Program [AP1, AP2] | | | | |
| | e. Professional Service fee for 3 teachers per year at \$1,000 for a curriculum development project | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 |
| | | | | | |
| | f. Travel costs for regional participants to attend (mileage, bus, train, parking, lodging) | \$800.00 | \$800.00 | \$800.00 | \$800.00 |
| | | | | | |
| 1 | g. Tickets and fees for participants to attend cultural events, museums, performances | \$300.00 | \$300.00 | \$300.00 | \$300.00 |
| | | | | | |
| | h. MENA-SEA Teacher-Training Workshop: Professional consultant fee for SEA presenters @\$250-\$300; travel, lodging, could include UM presenters | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 |
| | | | | | |
| | Midwest Institute for International/Intercultural Education (MIIE) Partnerships (AP1, AP2, CP1) | | | | |
| 2 | i. MIIE Annual Workshop; Support a MIIE workshop annually with content on SEA and resulting curriculum modules on SEA for community college instructors. | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| | | | | | |
| | | | | | |
| 2 | j. MIIE Faculty Fellowships: Fellowships for community college educators to develop curriculum modules independent from the annual MIIE workshops. Recipients will be given to access to U-M library, mentoring, and feedback on the development of the module; with 8-10 months to finalize and implement. Professional service fee at \$1,000 /module. | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 |
| | | | | | |
| | | | | | |
| | Other Community College and Outreach [AP1, AP2, CP1] | | | | |
| 3 | k. GPASS Program with Washtenaw Community College; Speaker fees, airfare, ground transfer, lodging, and per diem for professional development program for community college faculty and students. | \$500.00 | \$500.00 | \$500.00 | \$500.00 |
| | | | | | |
| | | | | | |
| 2 | j. SEA Scholars to Community Colleges; Speaker fee and transportation for SEA scholars to Michigan Community Colleges to share research | \$350.00 | \$350.00 | \$350.00 | \$350.00 |
| | | | | | |
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|--------|---|------------|------------|------------|------------|
| Appx I | e. Student Outreach Assistants, TBD; 140 hours X \$14 per hour; includes fringe benefits at 8%. Supports community outreach projects such as teachers' fellowship workshops, school visits, and curriculum development website maintenance. | \$2,160.00 | \$2,160.00 | \$2,160.00 | \$2,160.00 |
| | | | | | |
| | | | | | |
| | 2. Regional Outreach | | | | |
| 4 | a. SEA Topics Roundtables; Year 1 Journalism; Year 2 Health; Year 3 Elections; Yr 4 Sustainability; Travel, lodging, ground transportation, per diem, and speaker fee for 1 international or 2 domestic presenters; Yr 3 1 domestic presenter | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$1,500.00 |
| | | | | | |
| | | | | | |
| 4 | b. Friday Lecture Series [AP1] Honoraria @ \$300 x 8 speakers Travel, lodging @ \$1,000 x 8 speakers additional honoraria for speakers who visit a UM class, @ \$200 | \$2,400.00 | \$2,400.00 | \$2,400.00 | \$2,400.00 |
| | | \$8,000.00 | \$8,000.00 | \$8,000.00 | \$8,000.00 |
| | | \$400 | \$400 | \$400 | \$400 |
| | | | | | |
| 4 | c. SEA Cultural Events; Funds to provide SEA cultural experiences for students, faculty and community members, including music performances and film screenings; air travel, ground transportation, lodging, per diem, facility rentals, film rights, and presenter fees | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| | | | | | |
| | | | | | |
| 4 | d. Student Initiatives Asia Business Conference, Malaysian Studies conference, culture nights by SEA student groups; air travel, ground transportation, lodging, per diem, facility rentals, film rights, and presenter fees | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| | | | | | |
| | | | | | |
| 4 | e. II Collaborative Conference on Global Thematic Topics [AP1]; Participation by a SEA expert; airfare, lodging, ground transfer, and professional service fee for 1 presenter; Yr 1 Indigenous Languages; Yr 2 Movement, Migration, & Borders; YR 3 Arts of Devotion; YR 4 Global Gender and Health; Yr 2, 2 presenters | \$1,000 | \$1,800 | \$1,000 | \$1,000 |
| | | | | | |
| | | | | | |
| 5 | f. Knights-Wallace Journalism Seminars [AP1] Speaker fees for 1 UM faculty, graduate student, or guest presenters at \$250/each a year to give SEA content training to Knights-Wallace Journalism Fellows on SEA related topics. | \$250 | \$250 | \$250 | \$250 |
| | | | | | |
| | | | | | |

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|----|---|---------------------|---------------------|---------------------|---------------------|
| | 3. Professional Schools | | | | |
| 8 | SEA Professional School Conference; Support for SEA professionals/ academics to participate in UM Professional School workshops/conferences; airfare, lodging, ground transportation, professional service fee | \$2,800 | \$2,800 | \$2,800 | \$2,800 |
| | | | | | |
| | | | | | |
| | 4. Curriculum Enhancements | | | | |
| 3 | a. Lao at SEASSI [FLAS 2]; Support Lao classes at Madison's Summer Intensive Language Institute | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| | | | | | |
| | | | | | |
| 3 | b. Burmese Distance Learning [FLAS 2]; registration fee for UM students to enroll in Burmese distance-learning modules; 4 modules @ \$480 per year | \$1,920 | \$1,920 | \$1,920 | \$1,920 |
| | | | | | |
| | | | | | |
| 5 | c. Professional Service fee for visiting Instructor from SEA (Travel listed at A2) | \$3,500 | \$3,500 | \$0 | \$3,500 |
| | | | | | |
| | | | | | |
| | 5. Library Outreach | | | | |
| 44 | a. Academic Sharing; funds for travel, lodging, per diem for faculty members to develop SEA curriculum using the UM library; preference for Community College instructors | \$1,200 | \$1,200 | \$1,200 | \$1,200 |
| | | | | | |
| | | | | | |
| 25 | b. Library Assistant; TBD; 285 hours at \$14/hr; Fringe @ 8% | \$4,000 | \$4,000 | \$4,000 | \$4,000 |
| | | \$320 | \$320 | \$320 | \$320 |
| | | | | | |
| | Other Subtotal | \$60,030 | \$60,916 | \$56,710 | \$58,810 |
| | | | | | |
| | Total Direct Cost for Center Support | \$249,476.16 | \$249,847.52 | \$249,914.12 | \$249,761.61 |
| | Indirect Cost @ 8% of all Direct Costs | \$19,958.09 | \$19,987.80 | \$19,993.13 | \$19,980.93 |
| | Total Center Support Requested | \$269,434.25 | \$269,835.33 | \$269,907.25 | \$269,742.54 |

**University of Michigan Southeast Asia National Resource Center
Budget: 2018-22 Foreign Language and Area Studies Fellowship Program**

| Category | Year 1 | Year 2 | Year 3 | Year 4 | Priority | Narrative Reference |
|---|------------------|------------------|------------------|------------------|------------|---------------------|
| A. Undergraduate Fellowships | | | | | | |
| 1. Academic Year Fellowships | | | | | CPP1, CPP2 | 46 |
| Institutional Payment | | | | | | |
| 8 students @ \$10,000/ea. | \$80,000 | \$80,000 | \$80,000 | \$80,000 | | |
| Subsistence Allowance | | | | | | |
| 8 students @ \$5,000/ea. | \$40,000 | \$40,000 | \$40,000 | \$40,000 | | |
| Subtotal | \$120,000 | \$120,000 | \$120,000 | \$120,000 | | |
| B. Graduate Fellowships | | | | | | 46 |
| 1. Academic Year Fellowships | | | | | CPP1, CPP2 | |
| Institutional Payment | | | | | | |
| 7 students @ \$18,000 | \$126,000 | \$126,000 | \$126,000 | \$126,000 | | |
| Subsistence Allowance | | | | | | |
| 7 students @ \$15,000 | \$105,000 | \$105,000 | \$105,000 | \$105,000 | | |
| Subtotal | \$231,000 | \$231,000 | \$231,000 | \$231,000 | | |
| C. Summer Fellowships | | | | | | |
| 1. Graduate & Undergraduate Fellowships | | | | | CPP1, CPP2 | 46 |
| Institutional Payment | | | | | | |
| 5 students @ \$5,000 | \$25,000 | \$25,000 | \$25,000 | \$25,000 | | |
| Subsistence Allowance | | | | | | |
| 5 students @ \$2,500 | \$12,500 | \$12,500 | \$12,500 | \$12,500 | | |
| Subtotal | \$37,500 | \$37,500 | \$37,500 | \$37,500 | | |
| FLAS TOTAL | \$388,500 | \$388,500 | \$388,500 | \$388,500 | | |